

Monday, February 4th, 2019

Javan Carter, Upper Elementary
Queen Nzinga

Standards

CCSS RI 1 CCR Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Maryland English Language Arts

CCSS 3 RI 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Maryland English Language Arts

BLM Principles


BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to understand that the narrative of Black culture has strength and richness.

Materials

- Smartboard
- Queen Nzinga Article
- Markers for annotation.
- Projector
- Video on Queen Nzinga
- Exit Tickets

 Queen Nzinga of Mbundu.docx

Procedures/Strategies

Introduction to new material

Warm up questions:

- What are the main things you've been taught about Black history?
- What do you think is left out?
- Why do you think African history is left out?
- What about Baltimore history? Have you learned about your own city and the people that have shaped this city?
- If you haven't, why has this history been left out of curriculum?

Today we're going to learn about a different point of origin.

Why do you think it matters that we look beyond slavery to find the history of African Americans?

Share data on why Black role models are important: Research shows that the achievement of a student of color increases when that student is taught by a teacher of color. In Baltimore the Black student population has increased but there has been a decline in the number of black teachers in our district. In 2003 we had 63% Black teachers. Today we have 44%.

Introduction to new material

1. <https://www.youtube.com/watch?v=HXOQxK0TL0Q> Teacher says "What do you notice about the role of women in this scene? What do you notice about race? Do you think this fabricated culture has any relationship to real life?"
2. Say "Did you know that there was a warrior in Africa that protected people and stopped colonization? Teacher asks "How would you describe your ancestors?" Today we will learn about Queen Nzinga and see if she can be compared to the real Black Panther.
3. Introduce video <https://youtu.be/TPyy9gsu86Y> of Queen Nzinga. Tell the students prior to viewing the clip to be aware of her actions.
4. Ask the students to discuss the actions of Queen Nzinga in the clip.
5. Introduce the reading and tell students to be circle unfamiliar words and terms.

Direct Instruction

1. During the reading be sure to model proper annotation for the students.
2. Circle the word monarch in the first paragraph and use context clues to understand that the word means leader.

Guided Practice

1. Teacher is modeling how to answer questions by citing from the text for question #1 on the Queen Nzinga of Mbundu sheet.
2. Teacher will understand the evidence from the text and paraphrase the evidence into an answer.

Independent Practice

1. After the guided practice, students should complete questions #2-3 from the Queen Nzinga of Mbundu sheet for understanding.
2. Students have the option of working independently or with a partner.

Extension

1. To close we will discuss how this information can increase the pride in their cultural identity. Students can discuss in groups and share aloud after group discussion. "How can learning about Queen Nzinga can increase pride in one's culture."

Assessment/Check for Understanding

Students will then reflect on this activity and write on how this information can increase the pride of other people in their cultural identity.

 Queen Nzinga Exit Ticket.docx

Queen Nzinga of Mbundu

Queen Nzinga (Nzinga Mbande), the monarch of the Mbundu people, was a strong leader who fought against the Portuguese and their expanding slave trade in Central Africa. They then turned to Angola, south of the Kongo.

The Portuguese established a fort and settlement at Luanda, Angola in 1617, invading on Mbundu land. In 1622 they invited Ngola (King) Mbande to attend a peace meeting there to end the invasions of the Mbundu people. Mbande sent his sister Nzinga to represent him in a meeting with Portuguese Governor Joao Corria de Sousa.

In the first of a series of meetings, Nzinga sought to establish her equality with the governor. Noting that the only chair in the room belonged to Governor Corria, she immediately looked to one of her assistants who fell on her hands and knees and served as a chair for Nzinga for the rest of the meeting.

Despite that act, Nzinga made changes with the Portuguese. She converted to Christianity and changed her name to Dona Anna de Souza. She was baptized in honor of the governor's wife who also became her godmother.

In 1626 Nzinga became Queen of the Mbundu when her brother committed suicide in the face of rising Portuguese demands for slave trade businesses. Nzinga, however, refused to allow them to control her nation. In 1627, after forming alliances with former rival states, she led her army against the Portuguese, initiating a thirty-year war against them. Nzinga defeated a Portuguese army in 1647. Nzinga continued her struggle against the Portuguese. Now in her 60s she still personally led troops in battle. She also led guerilla attacks on the Portuguese which would continue long after her death. She inspired the ultimately successful 20th Century armed battle against the Portuguese that resulted in independent Angola in 1975.

Despite repeated attempts by the Portuguese and their allies to capture or kill Queen Nzinga, she died peacefully in her eighties on December 17, 1663.

Name: _____ Date: _____

Exit Ticket

1. How can learning about Queen Nzinga can increase pride in one's culture?

Name: _____ Date: _____

Exit Ticket

1. How can learning about Queen Nzinga can increase pride in one's culture?

Name: _____ Date: _____

Exit Ticket

1. How can learning about Queen Nzinga can increase pride in one's culture?

Name: _____ Date: _____

Exit Ticket

1. How can learning about Queen Nzinga can increase pride in one's culture?

CCSS.ELA-LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Directions: Write in complete sentences.

1. "Queen Nzinga (Nzinga Mbande), the *monarch* of the Mbundu people, was a strong leader who fought against the Portuguese and their expanding slave trade in Central Africa." What does the word *monarch* mean?

2. Why did Queen Nzinga use her assistant as a chair to sit on to speak to the governor?

3. How did Nzinga become the Queen of the Mbundu people?

Tuesday, February 5th, 2019

Javan Carter, Upper Elementary
Research

Standards

CCSS W 7 CCR Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Maryland English Language Arts

CCSS W 9 CCR Draw evidence from literary or informational texts to support analysis, reflection, and research. Maryland English Language Arts

BLM Principles

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will gain pride through choosing a Black Baltimorean of interest and researching their life accomplishments.

- 📎 Africa Baltimore Presentation.pptx
 - 📎 African Baltimore Descent Project Names.docx
-

Materials

- Doc Camera
 - Markers for annotation.
 - Projector
 - Computer (wi-fi) [Not Required]
 - Research materials
 - PowerPoint
-

Procedures/Strategies

Introduction to new material

1. Teacher facilitates discussion around the following questions:
2. Teacher says: How did Queen Nzinga have impact through her leadership role in the nation of Angola? Why do you think learning about African leaders is important to your life today? Who is someone you look up to in Baltimore today?
3. Teacher reminds the class about the importance of knowing figures like her and figures from Baltimore and ask the class about figures from Baltimore that they admire.
4. Play the presentation on figures from Baltimore and of African Descent.
5. Allow students to choose a figure to research throughout the week from a google link drive or hard copies.

Direct Instruction

1. The teacher picks a person from the database and presents the information on a doc camera.

2. The teacher shows students the research packet used to compile information on the figure.
3. The teacher gives students a hard copy of the information and a copy of the research related questions.
4. The teacher is modeling how to annotate the text to grasp information for the research project.
5. The teacher then answers questions on the figure using the text.

Guided Practice


1. Teacher models answering two research questions with the students.


Independent Practice

1. After the guided practice, teacher will allow students to pick their person by randomly drawing student names. (Each student picks a different person to research).
2. Students will complete their research on their figure by answering the required questions.

Extension

1. .Maimouna Youssef music video. *We are Already Royal* (<https://www.youtube.com/watch?v=DJ9qeDTVJ74>) is a great piece that connects Africa to Baltimore. Watch it with students and have students talk about whether they feel this connection to African royalty ancestry.
2. Discuss how learning about figures from Baltimore can increase the pride of other people in their cultural identity.

 African Research Questions.docx

 African Research Project.docx

Assessment/Check for Understanding

Students will then reflect on these questions: Why did you pick the person you chose? Do you feel any connection to the person you researched? Does this person relate to your life?



Notable Figures from Africa

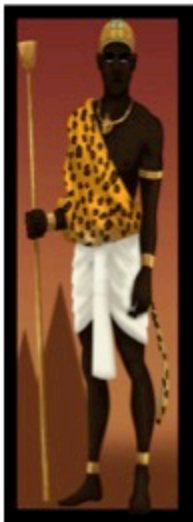
King Ramesses II: the third
pharaoh of the Nineteenth
Dynasty of Egypt



Amenhotep IV: ancient
Egyptian pharaoh of the 18th
Dynasty



Taharqa: was a pharaoh of the Twenty-fifth Dynasty of Egypt.



John Kani: Actor



Queen Tiye: the Great Royal Wife of the Egyptian pharaoh Amenhotep III



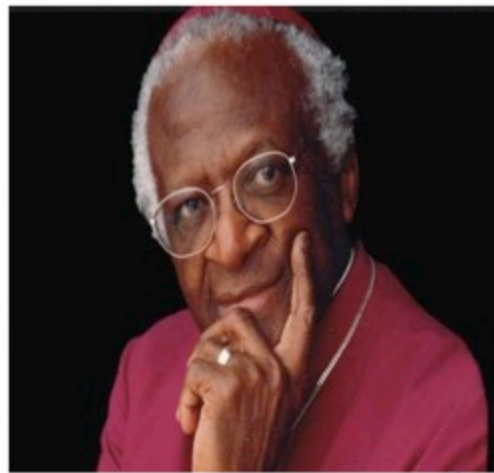
Nefertiti: an Egyptian queen and the Great Royal Wife of Akhenaten. Known for a religious revolution, in which they worshiped one god only.



Abu Baker II: the ninth leader of the Mali empire.



Desmond Tutu: human rights activist.



Nelson Mandela: human rights activist



Shaka Zulu: former leader of the Zulu nation.



Lupita Nyong'o: Actress



Queen Nandi: past chief of the Langeni tribe and the mother of the famous Shaka Zulu



Atandwa Kani: Actor



Steve Biko: Apartheid activist



Winnie Mandela: Apartheid activist.



Cetewayo “Zulu King”:
Former king of the Zulu
Nation.



Duse Mohamed Ali: actor and political activist



Ezana: Ruler of the kingdom of Aksum



King Ezana of Axum
(r. 330-c. 360)

Florence Kasumba: Actress Madame Yoko



Some Ladies Photographs
The late Madam Yoko, Chief of Kapsamba, wearing the Kofe
given to her by the late Majesty Queen Victoria.

Margaret Ekpo: Woman's rights activist.



Miriam Makeba: South African singer.



Julius Nyerere: Former
president of Tanzania



The Queen of Sheba: ruler of the kingdom of Saba.



Nana Yaa Asantewa: Queen of the Ashanti Empire.



Mansa Musa of Mali: Richest man in history.



Amina: a Hausa warrior queen of the city-state Zazzau.

Queen Nanny of the Maroons of Jamaica: leader of the Jamaican Maroons.



Mantatisi: was the leader of the Tlokwa people



Funmilayo Ransome-Kuti: a teacher, women's rights activist in Nigeria



Ory Okolloh: a Kenyan activist, lawyer, and blogger.



Seh-Dong-Hong-Beh: a leader of the Dahomey Amazons.



Queen Hatshepsut: fifth
pharaoh of the 18th Dynasty
of Egypt



King Hannibal: general of
Ancient Carthage, and is
considered as one of the
greatest military
commanders ever.



Imhotep: Egyptian leader
and chancellor.



Ndidi Nwuneli: International
Business woman



Djimon Hounsou: Actor



Chiwetelu Ejiofor: Actor





Notable Figures from Baltimore

Jada Pinkett-Smith: Actress



Joe Gans: Boxing Champion



Gervonta Davis: Boxing
Champion



Kyle Fuller: Current NFL
Player



Reggie Lewis: Former NBA
Player



Tavon Austin: Current NFL
Player.



Angel McCoughtry: Current WNBA Player.



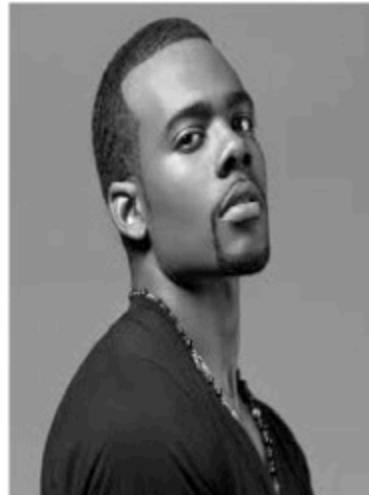
Muggsy Bogues: Former NBA Player and actor.



Billie Holiday: Jazz singing legend.



Mario Barrett: Singer and actor.



Kurt Schmoke: Former Mayor of Baltimore.



Tariq Toure': Community activist and poet.



D. Watkins: Community activist and author.

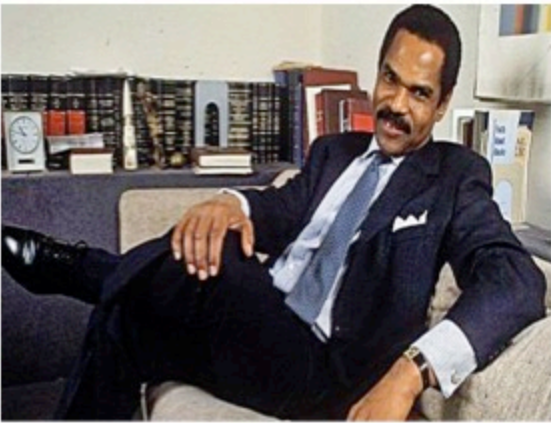


Ida Cummings: 1st Black kindergarten teach in Baltimore.



MISS IDA R. CUMMINGS
(See page 223.)

Reginald F. Lewis: Famous businessman.



Eubie Blake: Famous musician



Tracie Thomas: Actress



Nicole Ari Parker: Actress



Sheila Dixon: Former Mayor of Baltimore.



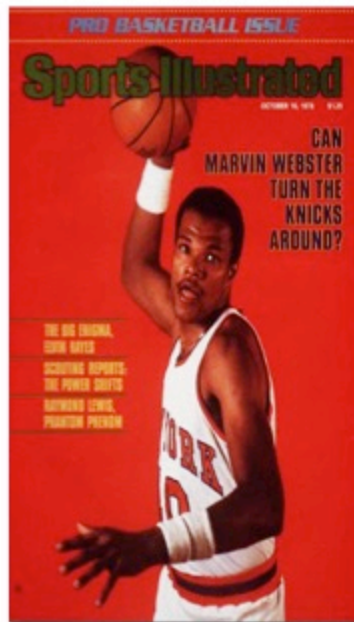
Anna Pauline "Pauli" Murray: Woman's Rights Activist.



Stephanie C. Rawlings-Blake:
Former Mayor of Baltimore.



Marvin Webster: Former NBA
Player.



Cyrus Jones: Current NFL Player.



Paul "Fat Daddy" Johnson: Former Baltimore DJ.



Phyllis Wallace: Civil Rights activist.



Agnes Kane Callum: Former Doctor.



Ta-Nehisi Coates: Famous author.



Bea Gaddy: Community activist.



Robert Curbeam: Former NASA astronaut.



Leon Day: Negro League Hall of Famer.



Felecia Pearson: Actress



Tamara Janice Dobson:
Actress



Aaron Maybin: Former NFL
Player and activist.



African Descent

King Ramesses II

1. https://www.ancient.eu/Ramesses_II/
2. <https://www.britannica.com/biography/Ramses-II-king-of-Egypt>

Amenhotep IV

1. <https://www.britannica.com/biography/Akhenaten>
2. <https://www.youtube.com/watch?v=UYaYN8AAyOE>

Taharqa

1. <http://www.ancientpages.com/2016/01/29/taharqa-powerful-black-pharaohs/>
2. https://www.youtube.com/watch?v=zDw1El_8piA

John Kani

1. <https://www.sahistory.org.za/people/bonisile-john-kani>
2. <https://www.thesouthafrican.com/five-facts-actor-john-kani/>

Queen Tiye

1. <https://www.ancient.eu/tiye/>
2. <https://www.ancient-origins.net/history-famous-people/tiye-one-most-influential-women-ancient-egypt-005481>

Nefertiti

1. <https://www.history.com/topics/ancient-history/nefertiti>
2. <https://www.youtube.com/watch?v=Cc3Rsq7v4w8>

Cleopatra

1. <https://www.history.com/topics/ancient-history/cleopatra>
2. <https://www.youtube.com/watch?v=Y6EhRwn4zkc>

Abu Baker II

1. <http://muslimnewsmagazine.tv/abubakari.html>
2. https://www.youtube.com/watch?v=c9fpH62_PbQ

Desmond Tutu

1. <https://www.nobelprize.org/prizes/peace/1984/tutu/biographical/>
2. <https://www.britannica.com/biography/Desmond-Tutu>

Nelson Mandela

1. <https://www.nobelprize.org/prizes/peace/1993/mandela/biographical/>
2. <https://www.youtube.com/watch?v=PyfOrbO0xf4>

Shaka Zulu

1. https://www.ducksters.com/history/africa/shaka_zulu.php
2. <https://www.youtube.com/watch?v=BZLGKFWIRzY>

Lupita Nyong'o

1. <https://www.britannica.com/biography/Lupita-Nyong'o>
2. <https://www.youtube.com/watch?v=6znpZ5Ne1ZA>

Queen Nandi

1. <https://www.news24.com/MyNews24/Queen-Nandi-A-remarkable-woman-20140829>
2. <https://www.youtube.com/watch?v=77wcgKRAz5c>

Atandwa Kani

1. <https://informationcradle.com/safrica/atandwa-kani/>
2. <https://briefly.co.za/9452-5-fascinating-facts-atandwa-kani.html#9452>

Steve Biko

1. <https://www.britannica.com/biography/Steve-Biko>
2. <https://www.biography.com/people/steve-biko-38884>

Winnie Mandela

1. <https://www.sahistory.org.za/people/winnie-madikizela-mandela>
2. https://www.youtube.com/watch?v=_ZzU1QlwbSI

Cetewayo “Zulu King”

1. <https://www.britannica.com/biography/Cetshwayo>

Duse Mohamed Ali

1. <https://blackpast.org/gah/ali-duse-mohamad-1866-1945>
2. <https://aaregistry.org/story/duse-ali-19th-century-pan-africanist/>

Ezana

1. <https://biography.yourdictionary.com/ezana>
2. <https://www.youtube.com/watch?v=N2dZTIEcG6>

Florence Kasumba

1. <https://florencekasumba.com/>
2. <https://www.thefamouspeople.com/profiles/florence-kasumba-37687.php>

Madame Yoko

1. <https://www.encyclopedia.com/women/encyclopedias-almanacs-transcripts-and-maps/yoko-c-1849-1906>

Margaret Ekpo

1. https://zodml.org/discover-nigeria/people/margaret-ekpo#.XET_lxKjIU
2. <https://www.youtube.com/watch?v=oQbe1ZD8cBI>

Miriam Makeba

1. <https://www.britannica.com/biography/Miriam-Makeba>
2. <http://www.fembio.org/english/biography.php/woman/biography/miriam-makeba/>

Julius Nyerere

1. <https://www.sahistory.org.za/people/julius-nyerere>
2. http://www.newworldencyclopedia.org/entry/Julius_Nyerere

The Queen of Sheba

1. <https://www.biblicalarchaeology.org/daily/ancient-cultures/ancient-near-eastern-world/who-is-the-queen-of-sheba-in-the-bible/>

Nana Yaa Asantewaa

1. <https://blackpast.org/gah/yaa-asantewaa-mid-1800s-1921>
2. https://www.youtube.com/watch?v=3JqEL2_YFy0

Mansa Musa of Mali

1. <https://www.history.com/news/who-was-the-richest-man-in-history-mansa-musa>
2. <https://www.youtube.com/watch?v=O3YJMaL55TM>

Amina

1. <http://www.africanfeministforum.com/queen-amina-of-zaria-nigeria/>
2. <http://www.blackhistoryheroes.com/2013/07/queen-amina-of-zaira-west-african.html>

Queen Nanny of the Maroons of Jamaica

1. <https://blackpast.org/gah/queen-nanny-maroons-1733>
2. <https://www.youtube.com/watch?v=3cm-WFvOpLI>

Mantatisi

1. <https://uncensoredopinion.co.za/african-queens-series-queen-mmanthatisi-1781-1836-commander-batlokoa-wild-cat-people-southern-africa/>
- 2.

Funmilayo Ransome-Kuti

1. <https://en.unesco.org/womeninafrica/funmilayo-ransome-kuti/biography>
2. <https://www.youtube.com/watch?v=7LKLFWTNCrg>

Ory Okolloh

1. <https://www.africatopsuccess.com/2014/03/21/ory-okolloh-the-kenyan-queen-of-digital-in-africa/>

Seh-Dong-Hong-Beh

1. <https://face2faceafrica.com/article/the-untold-story-of-seh-dong-hong-beh-warrior-princess-of-the-dahomey-amazons-in-the-1800s>
2. <http://rainqueensofafrica.com/2012/11/seh-dong-hong-beh-of-abomey-benin/>

Queen Hatshepsut

1. <https://www.history.com/topics/ancient-history/hatshepsut>
2. https://www.youtube.com/watch?v=8bYRy_wZEJI

King Hannibal Barca

1. <https://face2faceafrica.com/article/king-hannibal-from-romes-biggest-enemy-to-the-greatest-military-strategist-of-all-time>
2. <https://www.history.com/topics/ancient-history/hannibal>

Imhotep

1. <https://www.britannica.com/biography/Imhotep>
2. <https://www.youtube.com/watch?v=nIrganBkzVI>

Ndidi Nwuneli

1. <http://www.africansuccess.org/visuFiche.php?lang=en&id=873>
2. <https://www.entrepreneurs.ng/ndidi-nwuneli-biography/>

Djimon Hounsou

1. <https://www.empireonline.com/people/djimon-hounsou/>

Chiwetelu Ejiofor

1. <https://answersafrica.com/chiwetel-ejiofor-wife-sister-net-worth.html>

Baltimoreans

Jada Pinkett-Smith

1. <https://www.biography.com/people/jada-pinkett-smith-9542154>

Joe Gans

1. <https://aaregistry.org/story/joe-gans-boxings-lightweight-legend/>
2. <https://www.baltimoresun.com/features/retro-baltimore/bs-md-retro-gans-20180223-story.html>

Gervonta Davis

1. <https://mayweatherpromotions.com/fighters/gervonta-davis/>
2. <https://www.famousbirthdays.com/people/gervonta-davis.html>

Kyle Fuller

1. <https://heightline.com/kyle-fuller/>

Reggie Lewis

1. http://www.espn.com/boston/nba/story/_/id/9510589/remembering-reggie-lewis-20-years-tragic-death
2. <https://www.nytimes.com/1993/07/28/sports/pro-basketball-celtics-lewis-dies-after-collapsing-in-a-gym.html>

Tavon Austin

1. <https://heightline.com/tavon-austin-height-girlfriend-family/>

Angel McCoughtry

1. <https://playerswiki.com/angel-mccoughtry>

Muggsy Bogues

1. <http://biography.jrank.org/pages/2949/Bogues-Muggsy.html>

Billie Holliday

1. <https://www.biography.com/people/billie-holiday-9341902>

Mario Barrett

1. <https://www.allmusic.com/artist/mario-mn0000274637/biography>

Monique Hicks

1. <https://www.biography.com/people/monique-517474>

Thurgood Marshall

1. <https://www.biography.com/people/thurgood-marshall-9400241>
2. <https://www.youtube.com/watch?v=pgP5tUNjyzQ>

Kurt Schmoke

1. <http://biography.jrank.org/pages/2429/Schmoke-Kurt.html>

Tariq Toure'

1. <http://www.tariqtoure.com/about/>
2. https://muslimmatters.org/author/tariq_t/

D. Watkins

1. <https://hub.jhu.edu/magazine/2014/fall/d-watkins-baltimore-writer/>
2. https://aalbc.com/authors/author.php?author_name=D.+Watkins

Ida Cummings

1. <https://aaregistry.org/story/ida-cummings-organizer-for-her-people/>

Reginald F. Lewis

1. <https://www.biography.com/people/reginald-f-lewis>

Eubie Blake

1. <https://www.britannica.com/biography/Eubie-Blake>

Tracie Thoms

1. <https://www.broadwayworld.com/people/bio/Tracie-Thoms/>

Nicole Kodjoe

1. <https://answersafrica.com/nicole-ari-parker-kids-parents-bio.html>

Sheila Dixon

1. https://en.wikipedia.org/wiki/Sheila_Dixon

Anna Pauline "Pauli" Murray

1. <https://www.biography.com/people/pauli-murray-214111>

Stephanie C. Rawlings-Blake

1. https://en.wikipedia.org/wiki/Stephanie_Rawlings-Blake

Marvin Webster

1. https://en.wikipedia.org/wiki/Marvin_Webster

Cyrus Jones

1. https://en.wikipedia.org/wiki/Cyrus_Jones

Paul "Fat Daddy" Johnson

1. <https://baltimorejam.org/Media/Radio/FatDaddy/fatdaddy.html>

Phyllis A. Wallace

1. <http://iwer.mit.edu/about/iwer-pioneers/phyllis-a-wallace/>
2. https://en.wikipedia.org/wiki/Phyllis_Ann_Wallace

Agnes Kane Callum

1. https://en.wikipedia.org/wiki/Agnes_Kane_Callum

Bea Gaddy

1. https://en.wikipedia.org/wiki/Bea_Gaddy

Ta-Nehisi Coates

1. https://en.wikipedia.org/wiki/Ta-Nehisi_Coates
2. <https://www.britannica.com/biography/Ta-Nehisi-Coates>

Robert Curbeam

1. https://en.wikipedia.org/wiki/Robert_Curbeam

Leon Day

1. https://en.wikipedia.org/wiki/Leon_Day
2. <https://sabr.org/bioproj/person/f6e24f41>

Felicia Pearson

1. https://en.wikipedia.org/wiki/Felicia_Pearson

Tamara Janice Dobson

1. https://en.wikipedia.org/wiki/Tamara_Dobson

Name: _____ Date: _____

Research Question

1. Introduce the person by writing about who they are and why they are famous?

2. What is a biography?

3. Where and when was this person born?

4. What made this person famous?

5. Why did this person do that action or actions that made them famous?

6. Describe two interesting facts on that person.

7. What is your opinion on that person?

8. Why do you feel that way about your person of choice?

First Name: _____ **Last Name:** _____ **Date:** _____

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

Students are to research a famous person of African descent from ancient Africa or from Baltimore.

Students Must:

- 1. Write a biography using the text and your graphic organizer. Be sure to have the following in your biography. Check off each step once you complete the step.**

A rubric will be provided for the paper, poster and presentation. Please USE the rubric as a guide for mastery.

Directions: Write a biography using the text and your graphic organizer. Be sure to have the following in your biography. Check off each step once you complete the step.

(Paragraph 1) Introduce the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)

(Paragraph 1) Tell the reader you are writing a biography and explain what a biography is. (W.3.2.A)

(Paragraph 2) Write about the early life of that person. (The place where they were born and when they were born) (W.3.2.B)

(Paragraph 2) Write about what made that person famous. (W.3.2.B)

(Paragraph 2) Write about why that person did that famous action. (W.3.2.B)

(Paragraph 2) Write about two interesting facts on that person. (W.3.2.B)

(Paragraph 3) Provide a concluding statement that tells the reader your opinion on the person. (W.3.2.D)

(Paragraph 3) Provide a concluding statement that tells the reader the reason for your opinion. (W.3.2.D)

Use linking words (*also, another, and, more, but*). (W.3.2.C)

Type this essay and turn it in on the due date.

Essay Rubric

2 Points	1 Point	0 points
(Paragraph 1) Introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Somewhat introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Did not introduce the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)
(Paragraph 1) Tell the reader you are writing a biography. (W.3.2.A)		(Paragraph 1) Did not tell the reader you are writing a biography. (W.3.2.A)
(Paragraph 1) Explain what a biography is. (W.3.2.A)	(Paragraph 1) Somewhat explained what a biography is. (W.3.2.A)	(Paragraph 1) Did not explain what a biography is. (W.3.2.A)
(Paragraph 2) Write about the early life of that person. (W.3.2.B)	(Paragraph 2) Somewhat wrote about the early life of that person. (W.3.2.B)	(Paragraph 2) Did not write about the early life of that person. (W.3.2.B)
(Paragraph 2) Wrote about what made that person famous. (W.3.2.B)	(Paragraph 2) Somewhat wrote about what made that person famous. (W.3.2.B)	(Paragraph 2) Did not write about what made that person famous. (W.3.2.B)
(Paragraph 2) Write about one interesting fact on that person. (W.3.2.B)		(Paragraph 2) Did not write about one interesting fact on that person. (W.3.2.B)
(Paragraph 3) Provided a concluding statement that told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that somewhat told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that told the reader your opinion on the person. (W.3.2.D)
(Paragraph 3) Provide a concluding statement that tells the reader the reason for your opinion. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)
Use at least three linking words (also, another, and, more, but). (W.3.2.C)	Use less than three linking words (also, another, and, more, but). (W.3.2.C)	Did not use linking words (also, another, and, more, but). (W.3.2.C)
Included a detailed drawing. (W.3.2.A)	Include a somewhat of a detailed drawing. (W.3.2.A)	Did not include a detailed drawing. (W.3.2.A)

Presentation Rubric

2 Points	1 Point	0 points
(Paragraph 1) Introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Somewhat introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Did not introduce the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)
(Paragraph 1) Explain what a biography is. (W.3.2.A)	(Paragraph 1) Somewhat explained what a biography is. (W.3.2.A)	(Paragraph 1) Did not explain what a biography is. (W.3.2.A)
(Paragraph 2) Write about the early life of that person (When and Where they were born). (W.3.2.B)	(Paragraph 2) Somewhat wrote about the early life of that person. (W.3.2.B)	(Paragraph 2) Did not write about the early life of that person. (W.3.2.B)
(Paragraph 2) Write about the famous accomplishment(s) of that person AND why they did that famous action. (W.3.2.B)	(Paragraph 2) Write about the famous accomplishment(s) of that person OR why they did that famous action. (W.3.2.B)	(Paragraph 2) Did not write about the famous accomplishment(s) of that person and why they did that famous action. (W.3.2.B)
(Paragraph 2) Write about two interesting fact on that person. (W.3.2.B)	(Paragraph 2) Write about one interesting fact on that person. (W.3.2.B)	(Paragraph 2) Did not write about one interesting fact on that person. (W.3.2.B)
(Paragraph 3) Provided a concluding statement that told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that somewhat told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that told the reader your opinion on the person. (W.3.2.D)
(Paragraph 3) Provide a concluding statement that tells the reader the reason for your opinion. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)
Use at least three linking words (also, another, and, more, but). (W.3.2.C)	Use less than three linking words (also, another, and, more, but). (W.3.2.C)	Did not use linking words (also, another, and, more, but). (W.3.2.C)

Wednesday, February 6th, 2019

Javan Carter, Upper Elementary
Pre-Writing and Drafting

Standards

CCSS W 2 CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Maryland English Language Arts

CCSS 3 W 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) Maryland English Language Arts

CCSS 3 W 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Maryland English Language Arts

BLM Principles

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to reflect on the person they chose and draft their essay using their research questions.

Materials

- Doc Camera
- Markers for annotation.
- Projector
- Computer (wi-fi) [Not Required]
- Research materials

 Completed Essay.PDF

Procedures/Strategies

Introduction to new material

1. Teacher facilitates discussion around the following questions:
2. How did the person you picked make a difference in Baltimore?
3. What issue did they work on improving?
4. Introduce a completed essay based on research and tell students they will complete their essays today.

Direct Instruction

1. Using the answered questions, the teacher will model how to organized the answered research questions into three paragraphs.

2. The teacher will model how to insert the answers to the research questions into each paragraph. The teacher will model each paragraph for the students.

Guided Practice

1. Teacher will guide students while they organize their paragraphs by modeling and then requiring students to write the paragraphs one sentence at a time.
2. The teacher will repeat this process until the essay is complete.

Extension

1. To close we will discuss how presenting this information to others can increase the pride of other people in their cultural identity.
-

Assessment/Check for Understanding

Students will then reflect on what they learned about their person and share some interesting information they learned.

Paragraph 1

Chadwick Boseman starred as T'Challa in Marvel's Black Panther last year. I am writing a biography on actor Chadwick Boseman and a biography is a writing on someone's life.

Paragraph 2

Chadwick was born on November 29, 1977 in Anderson, South Carolina to Carolyn and Jerry Boseman. Chadwick became famous after starring as T'Challa in Marvel's Captain America: Civil War. Boseman chose to act because of his love for acting from an early age. One interesting fact about Boseman is that he went to the famous historically Black College, Howard University. Another interesting fact is that he surprised fans of Black Panther during a television show by sneaking up on them while they were talking about the significance of Black Panther.

Paragraph 3

In my opinion, Chadwick Boseman is a hero even though he does not have powers. I believe that because kids and people look up to him for playing Black Panther.

Thursday, February 7th, 2019

Javan Carter, Upper Elementary
Revising and Publishing

Standards

CCSS W 4 CCR Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience. Maryland English Language Arts

CCSS W 5 CCR Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Maryland English Language Arts

CCSS W 6 CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Maryland English Language Arts

BLM Principles

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to revise and edit their essays in preparation for presentation.

Materials

- Smartboard
- Markers for annotation.
- Projector
- Index Cards
- Partner Proofreading Worksheet
- Proof the paragraph
- Exit Tickets

 Partner Proofreading Sheet.pdf

 Proof the Paragraph.pdf

Procedures/Strategies

Introduction to new material

Warm-up questions:

- What difference would you want to make in Baltimore?
- Does the person you picked give you any ideas on how make a difference in Baltimore?

1. Display a sample of student writing and ask students to make observations about the writing. Ask the students: “What do you notice?”

2. Tell the students that they will be learning how to revise and edit their work with their peers using compliments, suggestions, and questions.

Direct Instruction

1. Remind the students that revising involves changing their writing, such as in changing word choices or adding details. Editing is making corrections, such as correcting spelling or punctuation errors.
2. Read the sample text together, with a focus on replacing vague words or descriptions with more vivid and precise options. Take student suggestions for improvements that make the text more dynamic and alive. Remind students that this is the process of revising.
3. Continue with the process of editing for punctuation and spelling.
4. Introduce the process of peer editing. Tell the students that feedback is when one person provides feedback on their peers' work. Display the following words by writing them on a whiteboard or displaying them on a poster: constructive, kind, and specific. Tell the students that the word *constructive* means that something is useful and helpful. Invite students to share examples of kind words. Tell the students that when feedback is specific it is accurate and not vague. If desired, write these words on the board so that students remember to consider these words during their peer conferences.
5. Invite a student volunteer to come to the front of the classroom with a piece of their writing and act out a peer editing conference with you. Discuss ways that students can give feedback that is constructive, kind, and specific.
6. Tell the students that they will be helping their peers with compliments, suggestions, and questions. Model the process of making a compliment with the student's writing. Continue with suggestions and questions in the style of a mock peer conference.
7. Rewrite a section of the student's writing.

Guided Practice

1. Invite several students to volunteer sharing a piece of their writing. This could be a journal entry, a recent writing prompt, or another writing sample. There should be one volunteer for every three or four students.
2. Ask the students to circle in small groups and to prepare to analyze a student's writing. Remind students that their feedback should be kind, constructive, and specific.
3. Distribute a prepared index card to each student. Ask students to write down compliments, suggestions, and questions on the index card.
4. As students collaborate, walk around the room and observe students, providing additional modeling, as needed. If needed, probe the students with the questions: Is your feedback constructive? Is it kind? Is it specific?

Independent Practice

1. Divide students into pairs and ask students to choose an essay or journal entry to share with their partner.
2. Distribute the Partner Proofreading worksheet to each student.
3. Students will exchange essays. On the top of each worksheet they will record suggestions that they have for their partner's writing. Once they have completed making suggestions, they will once again exchange worksheets and writing pieces.
4. On the bottom of the worksheet, the students will reflect on what their partners suggested or asked. On the bottom of the page they will write what they noticed and then rewrite a section of their writing to make it better.

Extension

1. Watch [Blackonomics: Identity Episode \(https://youtu.be/_snDelVldgw\)](https://youtu.be/_snDelVldgw) This 10 minute video was made by Baltimore Black young people from New Lens. It is about Black identity and explores the narrative that Black culture and community is broken and highlights the strengths of the Black community and the need to heal, love, and come together. Teacher can ask questions about what kids feel proud of about themselves and what they don't.
2. To close we will discuss how this information can increase the pride of other people in their cultural identity.

Assessment/Check for Understanding

Ask the students to complete the Proof The Paragraph worksheet.

Name: _____

Instructions: Select an essay that you want to edit. Trade this worksheet and your essay with a partner. Write compliments, suggestions, and questions for your partner. Trade papers again and use your partner's suggestions to rewrite part of your essay.

Author: _____

Feedback

Compliment(s):

Suggestion(s):

Question(s):

Editor: _____

Changing My Writing

When I reread my writing and my partner's feedback, I noticed

Rewrite one part of your essay below.

Name: _____

Directions: Read the paragraph. While you are reading, think about how the writer Read can improve this paragraph. Use your editing and revising skills to write compliments, suggestions, and questions that you could ask the author.

It was a kold knight and all I wanted was hot chocolate When I went to the store I bot the hot chocolate and went to home. My mom maid the hot chocalte an I watched karttons all night lon wit my dog Rex. After watching tv rex noked over my hot chocalte that I was enjoyinh and it was al for nothing.

Respond

Compliment(s):

Suggestion(s):

Question(s):

Friday, February 8th, 2019

Javan Carter, Upper Elementary **Presenting**

Standards

CCSS SL 2 CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Maryland English Language Arts

CCSS 3 SL 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Maryland English Language Arts

CCSS SL 4 CCR Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Maryland English Language Arts

BLM Principles

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to present their research on their figure of choice through media, a spoken work performance or a speech.

Materials

- Smartboard
- Presentation Evaluation form
- Dos and Don'ts of Presenting handout
- presentation video <https://youtu.be/V8eLdbKXGzk>

 African Research Project Presentation Rubric.docx

 Do's and Dont's of Presenting.pdf

Procedures/Strategies

Introduction to new material

Warm-up questions:

- At the beginning of this curriculum we explored that Black history is not always in schools. Do you think the person you've learned about should be taught to other kids? Why? How would you teach about this person? (reading, watching a video, rapping, etc.)
1. Teacher introduces the theme of presentations, emphasizing that this is an important skill.
 2. Teacher emphasizes the importance of presenting in different ways. Students can present as a speech, spoken word or read from their paper.

Direct Instruction


1. The teacher goes over the Dos and Don'ts of Presenting (see attachment)
2. The teacher models by evaluating the presentation video <https://youtu.be/V8eLdbKXGzk> with their presentation evaluation form (see attachment).

Guided Practice

1. Teachers and students evaluate another short presentation together.

Independent Practice

1. The students start to present their writings on notable figures.
2. Students who are not presenting are evaluating the speaker.

 Presentation Evaluation Sheet.pdf

Assessment/Check for Understanding

Students will then reflect on the overall project and write on how this information can increase the pride of other people in their cultural identity and this information should be used?

Presentation Rubric

2 Points	1 Point	0 points
(Paragraph 1) Introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Somewhat introduced the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)	(Paragraph 1) Did not introduce the person by writing about who they are and one thing they did when they were alive. (W.3.2.A)
(Paragraph 1) Explain what a biography is. (W.3.2.A)	(Paragraph 1) Somewhat explained what a biography is. (W.3.2.A)	(Paragraph 1) Did not explain what a biography is. (W.3.2.A)
(Paragraph 2) Write about the early life of that person (When and Where they were born). (W.3.2.B)	(Paragraph 2) Somewhat wrote about the early life of that person. (W.3.2.B)	(Paragraph 2) Did not write about the early life of that person. (W.3.2.B)
(Paragraph 2) Write about the famous accomplishment(s) of that person AND why they did that famous action. (W.3.2.B)	(Paragraph 2) Write about the famous accomplishment(s) of that person OR why they did that famous action. (W.3.2.B)	(Paragraph 2) Did not write about the famous accomplishment(s) of that person and why they did that famous action. (W.3.2.B)
(Paragraph 2) Write about two interesting fact on that person. (W.3.2.B)	(Paragraph 2) Write about one interesting fact on that person. (W.3.2.B)	(Paragraph 2) Did not write about one interesting fact on that person. (W.3.2.B)
(Paragraph 3) Provided a concluding statement that told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that somewhat told the reader your opinion on the person. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that told the reader your opinion on the person. (W.3.2.D)
(Paragraph 3) Provide a concluding statement that tells the reader the reason for your opinion. (W.3.2.D)	(Paragraph 3) Provided a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)	(Paragraph 3) Did not provide a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)
Use at least three linking words (also, another, and, more, but). (W.3.2.C)	Use less than three linking words (also, another, and, more, but). (W.3.2.C)	Did not use linking words (also, another, and, more, but). (W.3.2.C)

Some Basics

Do show some energy. If you're not excited about your topic, why should the audience be?

Do face your audience and look them in the eyes.

Do speak loudly enough to be heard by the entire audience.

Don't fidget and tap your foot.

Don't move back and forth.

Don't stick your hands in your pockets.

Don't read directly from your paper or screen. Paraphrase your sentences.

Words, Phrases, etc.

Do clearly define any words that may not be familiar to your audience.

Don't start sentences with "So."
Or "Umm"

Don't end sentences with "right?" or "OK?"

Questions

Do answer questions as quickly as possible.

Don't hold private conversations with questioners.

Do remember that "I don't know" is a perfectly good answer.

Name: _____ Date: _____

Presentation Evaluation Form

Directions: Circle your opinion on the presenter and presentation. After circling, write your comments on the section below.

The Presenter:

		Poor	Fair	Good	Very Good	Excellent
1	The presenter delivered the material in a clear and structured manner.	1	2	3	4	5
2	The presenter was knowledgeable about the topic and any related issues.	1	2	3	4	5
3	The presenter maintained my interest during the entire presentation.	1	2	3	4	5
4	The presenter answered questions effectively.	1	2	3	4	5
5	The presenter was enthusiastic about the topic.	1	2	3	4	5
6	The presenter was well organized and prepared.	1	2	3	4	5

The Presentation:

		Poor	Fair	Good	Very Good	Excellent
7	The presentation was concise and informative.	1	2	3	4	5
8	The presentation contained practical examples and useful techniques that applied to current work.	1	2	3	4	5
9	The visual aids were effective.	1	2	3	4	5
10	Overall, I would rate this presentation/instruction as:	1	2	3	4	5
11	Would you recommend this presentation to others?	NO				YES

Additional Comments:
