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.
Exit Ticket

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

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Exit Ticket

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Exit Ticket

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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.

Files
- 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 Nyongo: 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 (c. 330 – c. 360)
Florence Kasumba: Actress  Madame Yoko
Margaret Ekpo: Woman’s rights activist.

Miriam Makeba: South African singer.
Julius Nyere: 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.
Mantatsi: 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.
Reginald F. Lewis: Famous businessman.

Eubie Blake: Famous musician
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**

**Amenhotep IV**
1. https://www.britannica.com/biography/Akhenaten
2. https://www.youtube.com/watch?v=UYaYN8AAyOE

**Taharqa**
2. https://www.youtube.com/watch?v=zDw1EI_8piA

**John Kani**

**Queen Tiye**

**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**
2. https://www.youtube.com/watch?v=c9fpH62_PbQ

**Desmond Tutu**

**Nelson Mandela**
2. https://www.youtube.com/watch?v=PvfOrbQ0xf4
Shaka Zulu
2. https://www.youtube.com/watch?v=BZLGKFWlRzY

Lupita Nyongo
1. https://www.britannica.com/biography/Lupita-Nyongo
2. https://www.youtube.com/watch?v=6znPZ5Ne1ZA

Queen Nandi
2. https://www.youtube.com/watch?v=77wCgKRAz5c

Atandwa Kani

Steve Biko

Winnie Mandela
2. https://www.youtube.com/watch?v=_ZzUlQIwbSI

Cetewayo “Zulu King”

Duse Mohamed Ali

Ezana
1. https://biography.yourdictionary.com/ezana
2. https://www.youtube.com/watch?v=N2dZTIcG6

Florence Kasumba
1. https://florencekasumba.com/

Madame Yoko
Margaret Ekpo
2. https://www.youtube.com/watch?v=oQbe1ZD8cBI

Miriam Makeba

Julius Nyere
2. http://www.newworldencyclopedia.org/entry/Julius_Nyerere

The Queen of Sheba

Nana Yaa Asantewaa
2. https://www.youtube.com/watch?v=3JqEL2_YFy0

Mansa Musa of Mali

Amina

Queen Nanny of the Maroons of Jamaica
2. https://www.youtube.com/watch?v=3cm-WFvOpLI

Mantatsi
2.

Funmilayo Ransome-Kuti
2. https://www.youtube.com/watch?v=7LKLFWTNCRg
Ory Okoloh

Seh-Dong-Hong-Beh

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

King Hannibal Barca
2. https://www.history.com/topics/ancient-history/hannibal

Imhotep
2. https://www.youtube.com/watch?v=nIrganBkzVI

Ndidi Nwuneli
2. https://www.entrepreneurs.ng/ndidi-nwuneli-biography/

Djimon Hounsou

Chiwetelu Ejiofor

Baltimoreans
Jada Pinkett-Smith

Joe Gans
Gervonta Davis

Kyle Fuller

Reggie Lewis

Tavon Austin

Angel McCoughtry
1. https://playerswiki.com/angel-mccoughtry

Muggsy Bogues

Billie Holliday

Mario Barrett

Monique Hicks
1. https://www.biography.com/people/monique-517474

Thurgood Marshall
2. https://www.youtube.com/watch?v=pgP5tUNjyzQ

Kurt Schmoke
Tariq Toure’
1. http://www.tariqtoure.com/about/
2. https://muslimmatters.org/author/tariq_t/

D. Watkins

Ida Cummings
1. https://aaregistry.org/story/idacummings-organizer-for-her-people/

Reginald F. Lewis

Eubie Blake

Tracie Thoms

Nicole Kodjoe

Sheila Dixon

Anna Pauline "Pauli" Murray

Stephanie C. Rawlings-Blake

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

Cyrus Jones

Paul “Fat Daddy” Johnson
1. https://baltimorejam.org/Media/Radio/FatDaddy/fatdaddy.html
Phyllis A. Wallace

Agnes Kane Callum
   1. https://en.wikipedia.org/wiki/Agnes_Kane_Callum

Bea Gaddy

Ta-Nehisi Coates
   2. https://www.britannica.com/biography/Ta-Nehisi-Coates

Robert Curbeam

Leon Day
   2. https://sabr.org/bioproj/person/f6e24f41

Felicia Pearson

Tamara Janice 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?

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_____________________________________________________________________________________________________________________

6. Describe two interesting facts on that person.

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_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

7. What is your opinion on that person?

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

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

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_____________________________________________________________________________________________________________________
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**

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

<table>
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<th>2 Points</th>
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</tr>
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<td>(Paragraph 1) Did not explain what a biography is. (W.3.2.A)</td>
</tr>
<tr>
<td>(Paragraph 2) Write about the early life of that person (When and Where they were born). (W.3.2.B)</td>
<td>(Paragraph 2) Somewhat wrote about the early life of that person. (W.3.2.B)</td>
<td>(Paragraph 2) Did not write about the early life of that person. (W.3.2.B)</td>
</tr>
<tr>
<td>(Paragraph 2) Write about the famous accomplishment(s) of that person AND why they did that famous action. (W.3.2.B)</td>
<td>(Paragraph 2) Write about the famous accomplishment(s) of that person OR why they did that famous action. (W.3.2.B)</td>
<td>(Paragraph 2) Did not write about the famous accomplishment(s) of that person and why they did that famous action. (W.3.2.B)</td>
</tr>
<tr>
<td>(Paragraph 2) Write about two interesting fact on that person. (W.3.2.B)</td>
<td>(Paragraph 2) Write about one interesting fact on that person. (W.3.2.B)</td>
<td>(Paragraph 2) Did not write about one interesting fact on that person. (W.3.2.B)</td>
</tr>
<tr>
<td>(Paragraph 3) Provided a concluding statement that told the reader your opinion on the person. (W.3.2.D)</td>
<td>(Paragraph 3) Provided a concluding statement that somewhat told the reader your opinion on the person. (W.3.2.D)</td>
<td>(Paragraph 3) Did not provide a concluding statement that told the reader your opinion on the person. (W.3.2.D)</td>
</tr>
<tr>
<td>(Paragraph 3) Provide a concluding statement that tells the reader the reason for your opinion. (W.3.2.D)</td>
<td>(Paragraph 3) Provided a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)</td>
<td>(Paragraph 3) Did not provide a concluding statement that tells the reader somewhat of a reason for your opinion. (W.3.2.D)</td>
</tr>
<tr>
<td>Use at least three linking words (also, another, and, more, but). (W.3.2.C)</td>
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</tbody>
</table>
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.
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.

Chadwick was born on November 29, 1977 in Anderson, South Carolina to Carolyn and Leroy 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 speaking up on them while they were talking about the significance of Black Panther.

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.

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

Procedure/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/_snDeVldgw](https://youtu.be/_snDeVldgw)) 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.

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**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.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Directions: Read the paragraph. While you are reading, think about how the writer 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):

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Black Lives Matter Curriculum

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 Don't'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](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](/PresentationEvaluationSheet.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

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

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

**Don't** fidget and tap your foot.

**Do** face your audience and look them in the eyes.

**Don't** move back and forth.

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

**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.
Presentation Evaluation Form

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

### The Presenter:

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

### The Presentation:

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

### Additional Comments:

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