**NEH Unit Planning, intended for Grade Level/Subject\_\_\_Middle/High School\_\_\_\_\_\_\_\_\_\_\_by\_\_Angelia Fleming\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TITLE**

**Sharing My Story**

**As part of our Student Digital Badging Program, students will choose a cultural identity they would like to discover in depth. This may be their own cultural identity or a different one. As part of the digital model, students will research and discover information about their culture. Numerous resources will be provided, but students will also be encouraged to find and share their own resources. Speakers will present and share their stories. We will also give students the opportunity to visit museums. As a culminating event, students will ceate presentations about their cultural identity and share these at a district/community event.**

**RESOURCES CONSIDERED:**

\*Doctors without Borders Forced from Home Toolkit <http://www.forcedfromhome.com/wp-content/uploads/2018/07/2018-Forced-From-Home-Education-Resource-Toolkit.pdf>

\*The Refugee Project Map of Awareness <https://www.therefugeeproject.org/>

\*Community Refugee Awareness Night and Community Walk for Wisdom Walkathon <https://docs.google.com/document/d/11nd_zAzM8vVnnY90qW_wUS_DkSn7zaCD6rogIw3vtC0/edit?usp=sharing>

\*immigrationhistory.org

\*curriculum.wingluke.org

\*NEH Big Reads Program

\*Global Online Academy Badging Program

\*Holocaust Museum Resources <https://www.ushmm.org>

\*National Geographic Lost Boys of Sudan <https://www.nationalgeographic.org/lesson/lost-boys-migration-and-cultural-interacti/>

\*National Geographic United States Immigration <https://www.nationalgeographic.org/topics/resource-library-united-states-immigration/?q=&page=1&per_page=25>

**STANDARDS:**

What are the standards you plan to meet?

CCSS.ELA-Informational RI.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Information RI.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literature RI.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

[CCSS.ELA-LITERACY.RI.7.4](http://www.corestandards.org/ELA-Literacy/RI/7/4/)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

[CCSS.ELA-LITERACY.RI.7.6](http://www.corestandards.org/ELA-Literacy/RI/7/6/)

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

[CCSS.ELA-LITERACY.RI.7.7](http://www.corestandards.org/ELA-Literacy/RI/7/7/)

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

[CCSS.ELA-LITERACY.RI.7.10](http://www.corestandards.org/ELA-Literacy/RI/7/10/)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-LITERACY.RI.7.9](http://www.corestandards.org/ELA-Literacy/RI/7/9/)

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literature RL.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literature RL.2

Determine a theme or central idea of a text and analyze its development over the course of the text. Write a concise and clear summary of texts. Students analyze how a text develops throughout the story, including plot elements and character development.

CCSS.ELA-Literature RL.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-LITERACY.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/4/)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-Literature RL.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCSS.ELA-Literature RL.7

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-LITERACY.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and relevant issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.SL.1a
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.7.1.B](http://www.corestandards.org/ELA-Literacy/SL/7/1/b/)

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.7.1.C](http://www.corestandards.org/ELA-Literacy/SL/7/1/c/)

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

[CCSS.ELA-LITERACY.SL.7.1.D](http://www.corestandards.org/ELA-Literacy/SL/7/1/d/)

Acknowledge new information expressed by others and, when warranted, modify their own views.

[CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/)

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-LITERACY.SL.7.5](http://www.corestandards.org/ELA-Literacy/SL/7/5/)

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

[CCSS.ELA-LITERACY.SL.7.6](http://www.corestandards.org/ELA-Literacy/SL/7/6/)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-LITERACY.W.7.2](http://www.corestandards.org/ELA-Literacy/W/7/2/)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.7.2.A](http://www.corestandards.org/ELA-Literacy/W/7/2/a/)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.7.2.B](http://www.corestandards.org/ELA-Literacy/W/7/2/b/)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-LITERACY.W.7.2.C](http://www.corestandards.org/ELA-Literacy/W/7/2/c/)

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

[CCSS.ELA-LITERACY.W.7.2.D](http://www.corestandards.org/ELA-Literacy/W/7/2/d/)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.7.4](http://www.corestandards.org/ELA-Literacy/W/7/4/)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.7.5](http://www.corestandards.org/ELA-Literacy/W/7/5/)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

[CCSS.ELA-LITERACY.W.7.6](http://www.corestandards.org/ELA-Literacy/W/7/6/)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

[CCSS.ELA-LITERACY.W.7.10](http://www.corestandards.org/ELA-Literacy/W/7/10/)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**UNIT GOALS**

What are the goals for the overall unit?

Through the student digital badging program, students will be challenged to discover information about a culture/country that has immigrated to United States. They will research information and create a presentation about their person (may be factual or fictional) that will give others the opportunity to see that culture from an individual persepective. Note that students may share personal immigration stories or they may choose a country and create a story.

Students will complete part of the discovery/research through digital modules. We will provide speakers who will share their stories: for example, presentations with one of the former Lost Boys of Sudan, iWitness videos from the Holocaust, individuals in our community who share their refugee or immigration stories, etc.

We will provide opportunities for students to participate in service projects, such as Doctors without Borders interactive exhibits, Rise Against Hunger service activity, etc.

Students will create projects that they will present at a district community event.

