

Intro.	Name of Course: The Untold Story Number of Days: 6	
Unit	<i>Course Introduction</i>	
Essential Questions	What is identity and what factors help shape who we are? What is the identity of the United States and how do I fit into it? What choices do we make about our identities and how do these choices influence how others see us? Why are some stories well known while others are less so? What is the connection to identity?	
Content Standards	[RCA-H] 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
Concepts and Subskills	Independent reading and pulling out a central concept Primary source analysis	Practices Discussion protocol Primary source analysis (marking up a text) protocol Silent conversation
Content Objectives (Student Friendly Language)	I can connect my own identity to that of society as a whole. I can examine the influence of names, labels, choices, and family legacies, in shaping identity. I can explore how individuals and groups have made the nation what it is. I can understand that the identity of the US is dynamic, not static, and that my own choices and stories fuel this dynamism. I can discuss the challenges of sharing identity stories and consider with my peers ways to overcome these challenges. <u>NPS POG</u> I can access and evaluate information from multiple sources. I can actively listen and respond appropriately. I can communicate my ideas succinctly and clearly. I can ask a variety of questions to direct my own learning and growth. I can find and engage in texts/books that interest me.	

	I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared humanity.
Content Vocabulary	Tier One Vocabulary
	Historiography Collective memory Historical memory
	Tier Two Vocabulary
	Assimilation National identity
	Tier Three Vocabulary
	identity
Assessments, Products, Projects	Online-Search Identity Chart Video - Lessons of Cultural Intimacy (Facing History) The Challenge of Sharing Soul Stories Discussion (Facing History)
Text, Materials, and Resources	Facing History and Ourselves “My Part of the Story” and “Finding Your Voice” and “Cultivating Identity Literacy” Untold Faces activity Historiography lesson

1	Name of Course: The Untold Story Number of Days: 10
Unit	<i>Unit 1: Voices from the Edge</i>

Essential Questions	How do we put individual needs secondary to the primacy of the greater good (the change from the status quo)? What types of risks and personal sacrifice are necessary to create change? What is the connection between change-makers and oppression? Why are some stories well known while others are less so?	
Content Standards	[US II. T4] 8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. [ELA -SL] 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [ELA - RI] 1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Concepts and Subskills	Independent reading and pulling out a central concept Primary source analysis Film analysis	Practices Discussion protocol Primary source analysis (marking up a text) protocol
Content Objectives (Student Friendly Language)	I can explain (verbally and visually) the impact each person from this unit had on the American story. I can identify the obstacles each individual faced in their struggle for justice. I can elaborate on why each person's story has been "untold." I can identify how these people were able to put their own needs secondary to the collective good. I can explain why telling each person's story adds to a more complete story of American history. I can analyze a primary source with a critical eye for bias. I can create an infographic to demonstrate the expanded learning on one subject that I've done on my own.	

	<u>NPS POG</u> I can access and evaluate information from multiple sources. I can actively listen and respond appropriately. I can communicate my ideas succinctly and clearly. I can ask a variety of questions to direct my own learning and growth. I can find and engage in texts/books that interest me. I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared humanity. Zitkala Sa Inez Millholand Bayard Rustin Frank Kameny Dolores Huerta
Content Vocabulary	Tier One Vocabulary
	Government boarding schools (i.e. Carlisle School)
	Tier Two Vocabulary
	Assimilation Cultural genocide Suffrage LGBTQ Civil rights Conscientious objector
	Tier Three Vocabulary

	Migrant workers Labor movement/organized labor Pacifism
Assessments, Products, Projects	Character maps for each person of study (Facing History) Defining quotation for each person of study Infographic assessment
Text, Materials, and Resources	<u>Zitkala-Sa</u> Zitkala-Ša (Red Bird / Gertrude Simmons Bonnin) (U.S. National Park Service) Life Story: Zitkala-Sa Zitkála-Šá ("Red Bird"/Gertrude Simmons Bonnin) National Women's History Museum Zitkála-Šá Unladylike2020 PBS LearningMedia <u>Inez Millholland</u> “The Small and the Mighty” by Sharon McMahon (release date Sept 24, 2024) Inez Milholland (U.S. National Park Service) Icon Selected Leaders of the National Woman's Party Articles and Essays Women of Protest (and related documents) She Was More Than Just the ‘Most Beautiful Suffragist’ - The New York Times https://mass.pbslearningmedia.org/resource/inez-milholland-suffrage-movement-icon-video/inez-milholland-suffrage-movement-icon-video-gallery/

[Inez Milholland '1909 - Vassar Encyclopedia](#)

[Inez Milholland: Woman on a White Horse | Lowell Milken Center](#)

Bayard Rustin

[Bayard Rustin | National Museum of African American History and Culture](#)

[Rustin, Bayard | The Martin Luther King, Jr. Research and Education Institute](#)

[Bayard Rustin, the Gay Civil Rights Leader Who Organized the March on Washington | African American History Blog](#)

[Bayard Rustin: Why MLK's Right-Hand Man Was Nearly Written Out of History](#) *speaks to historic memory

“Brother Outsider” film (2003) (access via Facing History)

“Rustin” film on Netflix (2023)

Frank Kameny

[Frank Kameny's Orderly, Square Gay-Rights Activism | The New Yorker](#)

[Frank Kameny, JFK, & the Case for LGBTQ+ Rights](#)

[Frank Kameny: WWII Veteran, Patriot, and LGBTQ+ Activist | The National WWII Museum | New Orleans](#)

[Frank Kameny | Making Gay History](#) (podcast - see corresponding book by Eric Marcus)

[The Kameny Papers](#)

Dolores Huerta

[Dolores Huerta Biography](#)

	Dolores Huerta, renowned American labor leader and civil rights activist who co-founded the United Farm Workers union alongside Cesar Chavez. Tell Me More with Kelly Corrigan Dolores Huerta Season 2 Episode 4 PBS
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2	Name of Course: The Untold Story Number of Days: 10	
Unit	Unit 2: Voices of the Youth	
Essential Questions	How (and why) does the voice of youth inspire change? How are the risks and sacrifices of youth change makers similar to and different from those of adult activists?	
Content Standards	[US II. T4] 8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. [ELA -SL] 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [ELA - RI] 1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Concepts and Subskills	Independent reading and pulling out a central concept Primary source analysis	Practices Discussion protocol Primary source analysis (marking up a text) protocol

Content Objectives (Student Friendly Language)	I can explain (verbally and visually) the impact each person from this unit had on the American story. I can identify the obstacles each individual faced in their struggle for justice. I can elaborate on why each person’s story has been “untold.” I can identify how these people were able to put their own needs secondary to the collective good. I can explain why telling each person’s story adds to a more complete story of American history. I can analyze a primary source with a critical eye for bias. I can create an infographic to demonstrate the expanded learning on one subject that I’ve done on my own. <u>NPS POG</u> I can access and evaluate information from multiple sources. I can actively listen and respond appropriately. I can communicate my ideas succinctly and clearly. I can ask a variety of questions to direct my own learning and growth. I can find and engage in texts/books that interest me. I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared Humanity. Claudette Colvin Barbara Rose Johns Diane Nash Ernest Green and/or Melba Patillo Beals Mary Beth Tinker
Content Vocabulary	Tier One Vocabulary Jim Crow Brown v. Board Tinker v. DesMoines Tier Two Vocabulary Civil rights Civil liberties

	Segregation Integration Symbolic speech
	Tier Three Vocabulary
	Racism Free speech Vietnam War
Assessments, Products, Projects	Character maps for each person of study (Facing History) Defining quotation for each person of study Infographic assessment
Text, Materials, and Resources	<u>Introduction to youth Activism</u> Youth Activism in America: From Armbands and Walkouts to Bus Rides and Voter Drives that Would Shape Our Democracy Youth Activism in U. S. History OER Commons <u>Claudette Colvin</u> March 2, 1955: Claudette Colvin Refuses to Give Up Her Bus Seat (including “Radio Diaries”) Before Rosa Parks, There Was Claudette Colvin : NPR History should have done better by Claudette Colvin

[Montgomery Bus Boycott | National Women's History Museum](#)

Barbara Rose Johns

[Massive Resistance in a Small Town | National Endowment for the Humanities](#)

[Biography: Barbara Rose Johns Powell, 1935–1991 - Moton Museum](#)

[Barbara R. Johns | National Women's History Museum](#)

[Johns Powell, Barbara Rose | Women of the Hall](#)

<https://mass.pbslearningmedia.org/resource/bf10.socst.us.global.farmville/barbara-johns-of-farmville-virginia/>

Eyes on the Prize DVD series

Diane Nash

[Nash, Diane Judith | The Martin Luther King, Jr. Research and Education Institute](#)

[Meet Diane Nash, the Civil Rights Icon Awarded the U.S.' Highest Civilian Honor](#)

["Who the hell is Diane Nash?" - National Center for Civil and Human Rights](#) (including video link)

Ernest Green and/or Melba Patillo Beals

[Warriors Don't Cry: Connecting History, Literature, and Our Lives](#)

Warriors Don't Cry (memoir)

	<u>Mary Beth Tinker</u> <u>Tinker v. Des Moines Independent Community School District Oyez</u> <u>Tinker v. Des Moines - Center for Youth Political Participation</u> <u>Feb. 24, 1969: Tinker v. Des Moines Case Wins Free Speech Rights for Students - Zinn Education Project</u> <u>https://mass.pbslearningmedia.org/resource/e95d45db-3794-445e-9053-59d56c90db98/mary-beth-tinker-describes-participating-in-1965-student-protest/</u>
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3	Name of Course: The Untold Story Team Members: Alyson Osgood Number of Days: 10
Unit	Unit 3: Voices from Outside the Arena (sports, politics, economics, science)
Essential Questions	How are people from outside the arena able to break through when others were not?
Content Standards	[US II. T4] 8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. [ELA -SL] 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and

	the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [ELA - RI] 1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Concepts and Subskills	Independent reading and pulling out a central concept Primary source analysis	Practices Discussion protocol Primary source analysis (marking up a text) protocol
Content Objectives (Student Friendly Language)	I can explain (verbally and visually) the impact each person from this unit had on the American story. I can identify the obstacles each individual faced in their struggle for justice. I can elaborate on why each person's story has been "untold." I can identify how these people were able to put their own needs secondary to the collective good. I can explain why telling each person's story adds to a more complete story of American history. I can analyze a primary source with a critical eye for bias. I can create an infographic to demonstrate the expanded learning on one subject that I've done on my own. <u>NPS POG</u> I can access and evaluate information from multiple sources. I can actively listen and respond appropriately. I can communicate my ideas succinctly and clearly. I can ask a variety of questions to direct my own learning and growth. I can find and engage in texts/books that interest me. I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared humanity. Jim Thorpe Gertrude Ederle	

	Shirley Chisholm ‘Hidden Figures’ women - Christine Dardin Ada Lovelace
Content Vocabulary	Tier One Vocabulary
	Identity politics
	Tier Two Vocabulary
	Assimilation The Cold War
	Tier Three Vocabulary
	English Channel Amature NASA
Assessments, Products, Projects	Character maps for each person of study (Facing History) Defining quotation for each person of study Infographic assessment
Text, Materials, and Resources	<u>Jim Thorpe</u> <u>Jim THORPE</u> <u>The Jim Thorpe Backlash: The Olympic Medals Debacle And the Demise of Carlisle NMAI Magazine</u> <u>Jim Thorpe is reinstated as the sole winner of two events in the 1912 Olympics : NPR</u>

[Warrior Spirit: Jim Thorpe's Lasting Impact on Sports](#)

[How Jim Thorpe Became America's First Multi-Sport Star | HISTORY](#)

Gertrude Ederle

[Life Story: Gertrude Ederle, 1906–2003](#)

[She was the First Woman to Swim Across the English Channel | PBS](#)

Young Woman and the Sea (2024 film)

Hidden Figures women - Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden

Hidden Figures (2016 film)

[NASA's Real 'Hidden Figures' | Space](#)

[Places of Hidden Figures: Black Women Mathematicians in Aeronautics and the Space Race](#)

['Hidden Figures' No More: Meet The Black Women Who Helped Send America To Space : NPR](#)

Shirley Chisholm

[Shirley Chisholm Project](#)

[Shirley Chisholm | National Women's History Museum](#)

[Shirley Chisholm for President | National Museum of African American History and Culture](#)

	Shirley A. Chisholm Biography » Women of the CBC » Avoice - Congressional Black Caucus Foundation » African American Voices in Congress Autobiography <i>Unbought and Unbossed</i> (1970)
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Final Project	Name of Course: The Untold Story Number of Days: 15	
Unit	Final Project	
Essential Questions	How are changemakers able to put the greater good ahead of their own needs? What enables and also inspires them to do so? Why have the stories of these changemakers been left out of the traditional historical narrative of American history? What is gained by including these individuals in the American story?	
Content Standards	[US II. T4] 8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. [ELA -SL] 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. [ELA - RI] 1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Concepts and Subskills	Ethical research MLA citations Subject-dependent historic context	Practices Students will receive instruction on proper sourcing and citation. Students will be trained on MLA formatting.

	Synthesis of history's impact on contemporary society Ethical research Critiquing/analyzing sources Presenting information and findings	Students will gather targeted research based on their subject (including time period, geography, political/social climate, cultural norms of the period).
Content Objectives (Student Friendly Language)	I can develop research questions. I can critically analyze academic research/resources. I can research ethically and cite my sources. I can choose/create a medium for this project suitable to my subject and personal interests/strengths/weaknesses. <u>NPS POG</u> I can set meaningful goals and effectively work towards them I can problem solve independently and collaboratively I can deal with setbacks and move forward I can build on my knowledge and experiences to be a lifelong learner I can prioritize responsibilities to have time for work and other things I care about I can access and evaluate information from multiple sources I can actively listen and respond appropriately I can communicate my ideas succinctly and clearly I can ask a variety of questions to direct my own learning and growth I can find and engage in texts/books that interest me I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared humanity	
Content Vocabulary	Tier One Vocabulary	
	*will depend on each student group's subject/time period of focus for history	
	Tier Two Vocabulary	

	*will depend on each student group's subject/time period of focus for history
	Tier Three Vocabulary
	*will depend on each student group's subject/time period of focus for history
Assessments, Products, Projects	Tell an untold story (list of people provided, but open to other subjects!) in a medium of your choosing: Essay Podcast Oral history Stories of local changemaker Design the chapters of a book on this person Ted Talk Expo style presentation with slides Documentary Film (5 min) Museum installation New Yorker Style Profile Piece of music or artwork with accompanying research Project of your choosing in consultation with me The rubric for each students' project will be developed individually with the teacher after topic selection.
Text, Materials, and Resources	Why the 10 Questions? Getting to Know the 10 Questions Facing History & Ourselves Unsung Women Change Agents 10 Questions for Young Changemakers

