

African-American Literature Quarter 2 Planning Calendar



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Other Important Dates: (These dates vary, based on your individual district.)

Theme: REimagining Our Reality

Essential Question: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture?

Key Text: After The Rain, Nnedi Okorafor

Related Texts:

- **Focus Questions:**

- What is Afrofuturism? What are some common themes that are displayed in this genre? Explain.
 - Explanatory
- Does Afrofuturism create a positive depiction of previously vilified African Religions/cultural traditions and the practices thereof?
 - Argumentative
- Does Afrofuturism do an effective job of highlighting various aspects of African culture within the texts examined? Why or why not?
 - Argumentative
 - *You may not have time to complete this Focus Question Response, depending on whether you engage in the Comic Strip and the Poster Activities. If you do, the Focus Question included in this guide combines this question with the one above. If you do not, feel free to use this Focus Question, too!*

Culminating Writing Task: Argumentative

PROMPT:

Write an **Argumentative** essay in which you examine a topic and convey ideas, concepts, procedures, and information related to the following question:

Prompt Here:

Is it beneficial to present-day members of the African Diaspora to experience the revitalization of African cultures, traditions, and religions through Afrofuturism? Why or why not? Explain.

Use relevant evidence from at least three of the selections you read and researched in this unit to elucidate your ideas. Ensure that you introduce your topic, develop the topic with sufficient facts, details, and quotes, and use appropriate and varied transitions.

Resources and Rubrics

First Week of Instruction, Getting to Know You Activities, Procedures, and Routines

Week One	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	Text(s) Names and Links to Resources and Rubrics Beyond Black Panther, original text Beyond Black Panther, with Teacher Comments Beyond Black Panther, Student Sections What is Afrofuturism and how can it change the world? The Comet Space Traitors (Full book of short stories)	1-3 Learning Targets: Standards/Objectives RI.11-12.10 RI.11-12.2 SL.11-12.1 RL.11-12.10 RL.11-12.1 L.11-12.4 L.11-12.4.C
Monday - Objective Read and comprehend the nonfiction article, <i>Beyond Black Panther: A brief history of Afrofuturism</i>, by Siddhat Adlakha Participate in collaborative learning groups with peers to achieve a specific goal. Summarize the main ideas of assigned section of the text, with a focus on the guiding questions. Identify at least one (1) focus of Afrofuturism, based on the assigned section of the article. Present information gathered from the article in a brief, informal, presentation in small groups with peers. - Activities/Procedures Warm-up Activity–Youtube Video - What is Afrofuturism? What purpose does it serve? Jigsaw Beyond Black Panther article - Break students into small groups so that students can read and complete their chart. Instructions are listed on the handout, below. - Formative/Summative Assessment Handout	Tuesday - Objective Read and comprehend the nonfiction article, <i>Beyond Black Panther: A brief history of Afrofuturism</i>, by Siddhat Adlakha Participate in collaborative learning groups with peers to achieve a specific goal. Summarize the main ideas of assigned section of the text, with a focus on the guiding questions. Identify at least one (1) focus of Afrofuturism, based on the assigned section of the article. Present information gathered from the article in a brief, informal, presentation in small groups with peers. - Activities/Procedures <i>Teacher may choose to read the short article after finishing the activity or can consider the short article to be the Warm-Up Activity.</i> - Read and discuss short article, What is Afrofuturism and how can it change the world? - Ask students: What additional information can we gather about Afrofuturism? - Consider creating a running chart to gather information about common themes of Afrofuturism (i.e. Critique the wrongs of society, Provide hope for a better future for Black people, etc.). - Complete second portion of yesterday's activity. Students should partner with	Wednesday - Objective Read and comprehend the story, <i>The Comet</i>, by W.E.B. Dubois Answer both literal and inferential questions about the text. Identify and define key words in the text. Connect this text to at least one (1) overall theme of Afrofuturism. - Activities/Procedures - Warm-up, Option 1: Students should watch the video, How does it feel to be a problem? - Possible discussion questions, to be written down or to guide the discussion: Why does the narrator feel like a problem? What is he struggling with? Based on the video, what does the narrator mean by "double-consciousness? Do you think that African Americans still suffer from this "double-consciousness," today? - Note: <i>Double consciousness describes the individual sensation of feeling as though your identity is divided into several parts, making it difficult or impossible to have one unified identity.</i>

	classmates to complete the remainder of the chart. - Formative/Summative Assessment - Students will be assessed based on their completion of yesterday's chart.	<i>Du Bois spoke of this within the context of race relations in the United States. He asserted that since American blacks have lived in a society that has historically repressed and devalued them that it has become difficult for them to unify their black identity with their American identity</i> https://kristindoestheory.uwmblogs.org/understanding-w-e-b-du-bois-concept-of-double-consciousness/ - Prior to reading the text, have students define the following words (this can serve as the Warm-Up Activity, if you choose not to use the video option): - Patronizingly, affably, fetid, methodically, prostrate, stolidity, strewn, winnowed. - Students should then begin reading Part 1 of The Comet. - Teachers may choose to have students read together as a whole class, in small groups, or individually. - If reading as a class, consider stopping to check for understanding as you go. If you answer the story questions as you go, the questions can serve as this check. - Formative/Summative Assessment The Comet Part 1, Story Questions The Comet, Part 1 Story Questions with Vocabulary The Comet Part 1, Story Questions Answer Key
Thursday - Objective Read and comprehend the story, <i>The Comet</i>, by W.E.B. Dubois Answer both <i>literal</i> and <i>inferential</i> questions about the text. Identify and define key words in the text. Connect this text to at least one (1) overall theme of Afrofuturism. - Activities/Procedures - Prior to reading the text, have students define the following words (this can serve as the Warm-Up Activity): - Donned, cynical, ghastly, deftly, somnolence, suffused, solicitude.	Friday - Objective - Read and comprehend the story, <i>Space Traitors</i>. - Answer both literal and inferential questions about the text. - Identify and define key words in the text. - Connect the text to at least one (1) theme of Afrofuturism. - Activities/Procedures - Warm Up Activity: - Some tenets of Afrofuturism are solidarity, use/abuse/access to advanced technology, and the criticism of oppressive societies (these are mentioned in the "Beyond Black Panther" article). - Review these three tenets with the class as the warm-up. - What does it mean to be in solidarity with others? In the story, "The Comet," what is the	Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives?

- Students should then begin reading Part 2 of The Comet. - Teachers may choose to have students read together as a whole class, in small groups, or individually. - If reading as a class, consider stopping to check for understanding as you go. If you answer the story questions as you go, the questions can serve as this check. - Exit Activity: At some point in the story, it seems as if Jim was going to successfully overcome his "double-consciousness" as a Black man. At which point in the story do you believe that he almost had this shift in his identity? Ultimately, though, his double-consciousness returned with a vengeance. When does his double consciousness return? How is it painfully obvious that this is the case? Explain in a minimum of one paragraph (5 sentences). - Formative/Summative Assessment The Comet, Part 2 Story Questions The Comet, Part 2 Story Questions with vocabulary The Comet Part 2, Story Questions Answer Key	commentary that they are making about society in the 1920's? Etc. - Students should either define, or be provided with the definitions of the following words, prior to reading: - Menacingly, neoliberal, diffuse, fervor, octave, laden, chastised, deafening, retorted, ruefully, autonomous, cacophony, exploitation, promulgated, demarcations, solidarity. - Students will then read the story, "Space Traitors," either as a whole group, in small groups, or individually. - If reading as a class, consider stopping to check for understanding as you go. If you answer the story questions as you go, the questions can serve as this check. - Formative/Summative Assessment Space Traitors, Story Questions Space Traitors, Story Questions with vocabulary Space Traitors, Story Questions Answer Key	
ELL Supports/Strategic Supports - Strategically group students so that they have helpful partners that might assist with vocabulary. - During read-aloud, some students might benefit from using the "translate by voice  " option on Google Translate.	Challenge	

Week Two	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics e-Race Uncertainty Principle	1-3 Learning Targets: Standards/Objectives
Monday • Objective • To draw connections between the actions of those in the fictional story, "Space Traitors" to real world situations. • Examine the themes of solidarity and oppression in the story, Space Traitors and in real world situations. • Activities/Procedures • Students should first reflect on the Black Lives Matter movement. What is Black Lives Matter? • Students can watch this video prior to engaging in the discussion. ◦ #BlackLivesMatter: A Look into the Movement's History • After an initial discussion, students should work with a partner. ◦ This partner can be student choice or the teacher's choice of the teacher, depending on the teacher's preference. • Students should then work together to create an artistic piece that compares the behavior of those who were not the "scarred peoples" in "Space Traitors" and those who subscribe to the #ALLLIVESMATTER movement. • Students should find tangible examples from either articles or social media of comments made by those who are believe that #ALLLIVESMATTER. ◦ Students must obtain at least one quote that corresponds to the response of the non-scarred peoples in Space Traitors. • Students should also find direct quotes from the story, "Space Traitors" that display a similar message. • Students should either draw pictures or creatively convey the	Tuesday • Objective • To draw connections between the actions of those in the fictional story, "Space Traitors" to real world situations. • Examine the themes of solidarity and oppression in the story, Space Traitors and in real world situations. • Activities/Procedures • Students should reflect on other instances in which Black people fail to be centered in modern day society. This could serve as the Warm-up activity. ◦ What are some other ways/situations in which Black people are not centered, even though they should be? • After discussion, students should work to finish yesterday's activity, listed below: • Students should work together to create an artistic piece that compares the behavior of those who were not the "scarred peoples" in "Space Traitors" and those who subscribe to the #ALLLIVESMATTER movement. • Students should find tangible examples from either articles or social media of comments made by those who are believe that #ALLLIVESMATTER. ◦ Students must obtain at least one quote that corresponds to the response of the non-scarred peoples in Space Traitors. • Students should also find direct quotes from the story, "Space Traitors" that display a similar message. • Students should either draw pictures or creatively convey the words on a large piece of paper, to be posted in the room. The poster should include the following: ◦ A minimum of one quote from the #ALLLIVESMATTER crew. ◦ A minimum of one quote from "Space Traitors" that conveys a similar message. ◦ An answer to the questions, "How are each of these quotes an example of the centering of non African Americans in	Wednesday • Objective • Experience a simulation of a perspective of life and explain this experience. • Engage in collaborative discussions with classmates about specific topics. • Engage in journaling to reflect on experience, videos and class discussions. • Activities/Procedures • Warm-Up Activity ◦ Have students break into small groups of no more than three, and have them discuss the following questions amongst themselves: What is your favorite color? Describe, in great detail, your favorite outfit, pair of shoes, family member, pet, etc.. If you were to describe your partner/group member to a friend or family member over the phone (with no FaceTime!) who cannot see them, how would you do so? Be very specific. ◦ Then, students should choose their favorite picture of themselves, a family member, pet, outfit, etc. that the student described earlier in the conversation. (This picture can be on their computer or their mobile device, if these devices are allowed.) ◦ WITHOUT showing the picture to their group, visit the following website: https://www.color-blindness.com/coblis-color-blindness-simulator/

words on a large piece of paper, to be posted in the room. The poster should include the following: ○ A minimum of one quote from the #ALLLIVESMATTER crew. ○ A minimum of one quote from "Space Traitors" that conveys a similar message. ○ An answer to the questions, "How are each of these quotes an example of the centering of non African Americans in situations that are specifically for African Americans? Why is this problematic?" ○ Apparent creativity (i.e. pictures of the individuals, magazine or newspaper clippings, displaying the quotes in interesting ways, etc. ● Formative/Summative Assessment ○ Students will be assessed based on their completion of their poster, based on this rubric: Space Traitors Poster Rubric	situations that are specifically for African Americans? Why is this problematic? ○ Apparent creativity (i.e. pictures of the individuals, magazine or newspaper clippings, displaying the quotes in interesting ways, etc. ● Formative/Summative Assessment ○ Students will be assessed based on their completion of their poster, based on this rubric: Space Traitors Poster Rubric	○ Upload their chosen picture to the colorblindness simulator and then choose the Monochromacy/Achroma topsia option. ○ Show the picture to their classmate and ask them to describe it. How does it look? Does this picture match the description that was provided by the student? Why or why not? ● As a class, discuss: What was lost, once we became "colorblind"? Why is this problematic? How would you feel if everything you saw looked this way? Or, if you suffer from colorblindness, do you feel that you are missing out on some nuance, detail, etc.? Discuss. ● Then, either in small groups or as a class, students should watch the following videos: ○ Why Colorblindness will NOT end Racism ○ Jane Elliot, Racism 101: I don't see color... ○ Race in the Classroom, Seeing Color ● Formative/Summative Assessment ● Journal Entry: ● Students should write a three (3) paragraph response that addresses the following questions: ○ What was it like to be "color blind" for a moment? How did you feel? Explain your thoughts on this exercise. ○ What are some of the points from any of the videos that we watched that stand out to you? Why did this get your attention and how do you feel about this information? Explain. ○ In your opinion, would it be best if everyone in society simply forgot about race? Would life actually be better if we lived in a colorblind society? Why or why not? Explain your thoughts.
Thursday ● Objective ● Read and comprehend the events that take place in the short story, e-race, independently. ● Activities/Procedures ● Students will read the short story, e-race. ● After reading, students will complete a short assessment to determine what they have learned from the objectives thus far this quarter. ● Formative/Summative Assessment ● e-race Cold Read assessment ● E-race Cold Read assessment, KEY	Friday ● Objective ● Read and comprehend the events that take place in the short story, Uncertainty Principle. ● Answer both literal and inferential questions about a given text. ● Identify irony within a given text. ● Identify at least one (1) tenet of Afrofuturism present in this text. ● Draw connections of common themes and ideas between texts ● Activities/Procedures ● Warm-up	Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives? ● e-race Cold Read assessment ● E-race Cold Read assessment, KEY

	• Students will be introduced (or reminded) of the meanings and examples of situational irony through the video, Situational Irony: The opposite of what you think. • Prior to starting the story, Uncertainty Principle (written by one of Cincinnati's own!!!), they will need to define the following words: Tendrils, dissipated, indication, alteration. • Students will then read Part 1 of Uncertainty Principle, pages 51-63. ◦ Teachers may choose to have students read together as a whole class, in small groups, or individually. ◦ If reading as a class, consider stopping to check for understanding as you go. If you answer the story questions as you go, the questions can serve as this check. • Formative/Summative Assessment • Uncertainty Principle, Part 1 Story Questions • Uncertainty Principle, Part 1 Story Questions with Vocabulary • Uncertainty Principle, Part 1 Story Questions Answer Key	
ELL Supports/Strategic Supports • Strategically group students so that they have helpful partners that might assist with vocabulary. • During read-aloud, some students might benefit from using the “translate by voice 🗣️” option on Google Translate.	Challenge •	

Week Three	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics Uncertainty Principle African Religions	1-3 Learning Targets: Standards/Objectives
Monday • Objective • Read and comprehend the events that take place in the short story, Uncertainty Principle. • Answer both literal and inferential questions about a given text. • Identify irony within a given text. • Identify at least one (1) tenet of Afrofuturism present in this text. • Draw connections of common themes and ideas between texts • Activities/Procedures • Warm-up • Students will be introduced (or reminded) of the meanings and examples of situational irony through the video, What is Verbal Irony? • Prior to starting the story, Uncertainty Principle (written by one of Cincinnati's own!!!), they will need to define the following words: Timbre, cavernous, deteriorated, impasse, palpable, immanent, chided, trundle. • Students will then read Part 2 of Uncertainty Principle, pages 63-82. ◦ Teachers may choose to have students read together as a whole class, in small groups, or individually. ◦ If reading as a class, consider stopping to check for understanding as you go. If you answer the story questions as you go, the questions can serve as this check. • Formative/Summative Assessment • Uncertainty Principle, Part 2 Story Questions • Uncertainty Principle, Part 2 (with Vocab) Story questions	Tuesday • Objective • Identify at least two common themes of Afrofuturism. • Gather evidence that represents the tenets of Afrofuturism within at least two stories. • Activities/Procedures • Explain evidence guide to students based on the evidence guide instruction sheet provided. • Students are to complete the evidence guide according to the directions and requirements. • Formative/Summative Assessment • Evidence guide	Wednesday • Objective • Write short, explanatory essay that addresses specified prompt. • Identify various themes of Afrofuturism and provide examples from various texts. • Utilize specific examples from various texts to support argument. • Gather ideas, evidence, and thesis statement in outline form, prior to beginning writing piece. • Activities/Procedures • Warm-up Activity ◦ Isn't it ironic? ■ Yesterday we finished the short story, "Uncertainty Principle." In what ways is the conclusion of this story ironic? Explain your thoughts. • Students will begin brainstorming to answer the following question: What is Afrofuturism? What are some common themes present in this genre? Explain. • In outline, students should... ◦ Determine how they would define Afrofuturism, in their own words. ◦ Determine which themes (tenets) of Afrofuturism they want to address in their story (students will need to choose at least two tenets). ◦ Explain what each of these two tenets are, in their own words. ◦ Choose at least two (2) stories that were read thus far this year that are examples of this tenet.

• Uncertainty Principle, Part 2 Story Questions Answer Key		◦ Choose at least three (3) quotes from these two texts that will help support the point of each paragraph. • Formative/Summative Assessment • An outline based on the information above.
Thursday • Objective • Write short, explanatory essay that addresses specified prompt. • Identify various themes of Afrofuturism and provide examples from various texts to support argument. • Activities/Procedures • Warm-up Activity: In on a secret? That's dramatic irony. • Students will then use their outline from the previous lesson to write their Focus Question Response, based on the following guidelines: ◦ Minimum of four (4) paragraphs. ■ Introduction, including the definition of Afrofuturism and a clear and concise thesis statement. ■ 2 body paragraphs, including tenets of Afrofuturism and examples of these tenets in texts read in class. ■ Conclusion that restates the thesis statement in a different way, restates the main point of the short essay, and brings the essay to a close. ◦ Minimum of three (3) pieces of evidence from at least two (2) texts that support the argument being made. ◦ At least two overall themes (tenets) of Afrofuturism identified. • Formative/Summative Assessment • Completed Focus Question Response.	Friday • Objective • Read and comprehend information in a nonfiction text. • Work collaboratively with peers to complete assignment. • Utilize reference materials to find the meanings of unknown words. • Activities/Procedures • Students may choose to work with a partner or in a small group, of no more than three or to work alone to complete this assignment. ◦ This is, of course, teacher preference. • Students will choose a section of the text African religions to read. • Students will then follow the guidelines provided on the handout to complete assignment. • Formative/Summative Assessment • Intro to African Religions Jigsaw Activity	• Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives? Students will be assessed on their ability to successfully complete their Focus Question Response, based on the guidelines provided.

ELL Supports/Strategic Supports • Strategically group students so that they have helpful partners that might assist with vocabulary. • During read-aloud, some students might benefit from using the “translate by voice 🗣️” option on Google Translate.	Challenge •
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Week Four	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics Juju We're reclaiming the Spiritual Realm... That not-so-old black magic: how African mysticism returned to pop. Animals in African Mythology Soul Case	1-3 Learning Targets: Standards/Objectives
Monday • Objective • Reflect on their thoughts about various religious practices through journaling. • Identify any biases that they may hold about various religious practices. • Activities/Procedures • Warm-up: ◦ Students will first write a minimum of one paragraph to address their thoughts on Voodoo. ◦ What do you know about Voodoo? Is it a good or a bad thing? Why do you believe so? Would you ever consider practicing Voodoo, personally? Why or why not? • After writing, students should discuss their thoughts either with a partner in their general area, or as a whole class. • Once the discussion concludes, students will watch the two videos below: ◦ How Voodoo Became a Metaphor for Evil ◦ The Truth Behind (the) Most Misunderstood Religion: Voodoo • After watching the videos, students may discuss what they learned from the videos that was shocking to them either as a class or with a partner. ◦ Students should focus on any biases that they realized that they have after watching the video. • Students should then write another paragraph, responding to the following prompt: ◦ What did you learn about voodoo from these videos? Is there anything that you	Tuesday • Objective • Annotate an article, identifying main ideas and overall themes of the text. • Engage with a nonfiction text by questioning and making connections to other texts. • Use reference materials to define unknown words and phrases. • Activities/Procedures • Warm-up: ◦ Students can watch the video, Why some Black women are turning to Witchcraft as an introduction to the article that students will annotate today. • Students should be placed in groups, based on the teacher's preference. ◦ Students could be grouped based on ability, the amount of scaffolds, etc. ◦ Students should be in small groups of 2-3 • Students will annotate the article, "We're reclaiming the Spiritual Realm..." ◦ Annotation guidelines should align to the way that students were taught in Q1. • Formative/Summative Assessment • Student article annotation	Wednesday • Objective • Read and comprehend information present an Afrofuturistic tale. • Answer both literal as well as inferential questions about the text. • Activities/Procedures • Warm-Up: Students should read the short excerpt about juju, and write four facts that they learned about these objects. • Students should define the following words either before, or doing the reading: Pressganged, haughty, asylum, probed, crystalline, tremulous • Students should read the short story, "Soul Case," in the text, Falling in Love with Hominids • Formative/Summative Assessment • Soul Case, Story Questions • Soul Case, Story Questions Answer Key

thought you knew that was actually not true? What are your thoughts on your religion, now? Be specific. ■ This may serve as an Exit Activity, if it is nearing the end of class. • Formative/Summative Assessment • Two paragraphs detailing students thoughts on Voodoo.		
Thursday • Objective • Activities/Procedures • Warm-Up Activity: Students should watch the video, Why Tragedies are alluring. • After watching, review as a class what a tragic hero is and the qualities they possess. • Then, students should determine whether or not they believe that the Obe Acotrien in "Soul Case" is a tragic hero. ○ Those who argue that she is a tragic hero should go to one side of the room, and those who think she isn't, should gather on the opposite side. ○ Students should briefly argue their case on each side. This brief activity can be an introduction to counter arguments as well, if the teacher so chooses. • After engaging in the brief debate, students should then read the article, "That not-so-old black magic: how African mysticism returned to pop." • While reading, students should underline/highlight any of the main points of the article. • Students should summarize the article in a minimum of three paragraphs. • Formative/Summative Assessment ○ Three paragraph summary of nonfiction text.	Friday • Objectives • Activities/Procedures • Read short excerpt about Animals in African Mythology. • Note that in many myths, humans and Animals were able to converse and understand one another. ○ "According to the African Bushmen all the creatures of the earth once lived in an underground world. In this place humans and animals lived together peacefully. They could understand each other and did not fear each other. Later all this changed, but at one time there was equality among animals and people. Similar to the Iroquois people, the Bushmen did not waste nature's gifts. They only hunted and gathered what was necessary to their survival. The Bushmen recognize animals as being more important than the Western world deemed them." https://www.cs.williams.edu/~liandsey/myths/myths_8.html • Students will read the short story, "Snow Day," either individually, in small groups, or as an entire class. • Formative/Summative Assessment • Students will respond to the following questions: ○ What makes "Snow Day" an Afrofuturistic text? ○ Are there any ways that you believe that the text Snow Day is connected to any historical African traditions/beliefs? If so, how?If not, where does it miss the mark? ○ Students should be sure to have textual evidence from the story Snow Day, the brief excerpt about Animals in African Mythology, and/or any text that has been covered about Afrofuturism thus far.	• Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives?
ELL Supports/Strategic Supports • Strategically group students so that they have helpful partners that might assist with vocabulary.		Challenge •

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| <ul style="list-style-type: none">• During read-aloud, some students might benefit from using the “translate by voice ” option on Google Translate. | |
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Week Five	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics After the Rain The Gospel According to Afrofuturism Article	1-3 Learning Targets: Standards/Objectives 1.
Monday • Objective • Read and comprehend the events that take place in a graphic novel. • Analyze pictures and examine how they work in conjunction with the words to convey a full and complete story. • Identify some aspects of Afrofuturism as well as African religions and culture within the text. • Answer both literal and inferential questions about text. • Activities/Procedures • Students should watch the first half of the video, African Bush Baby (to about 4 minutes) ◦ The bush baby is a myth used to scare school students into minding their business and staying indoors at night. The bush babies apparently sounds like a normal baby or a toddler crying, sometimes the kid will be calling for help, and the good Samaritan who goes outside to help the little one, disappears, never to be seen again. https://www.pulse.ng/lifestyle/food-travel/here-a-re-5-of-the-most-popular-nigerian-ghosts-and-their-stories/60n4t3h • Students will begin reading the Graphic Novel, After the Rain. ◦ Students can read individually or as a class, but graphic novels tend to be difficult to read together since students are attempting to comprehend both words and art, and some students like to take more time with the pictures than others.	Tuesday • Objective • Read and comprehend the events that take place in a graphic novel. • Analyze pictures and examine how they work in conjunction with the words to convey a full and complete story. • Identify some aspects of Afrofuturism as well as African religions and culture within the text. • Answer both literal and inferential questions about text. • Activities/Procedures • Students will read the second section of the Graphic Novel, After the Rain. ◦ Students can read individually or as a class, but graphic novels tend to be difficult to read together since students are attempting to comprehend both words and art, and some students like to take more time with the pictures than others. • Formative/Summative Assessment • After the Rain Story Questions, Part 2 • After the Rain Story Questions, Part 2 Answer Key	Wednesday • Objective • Read and comprehend the events that take place in a graphic novel. • Analyze pictures and examine how they work in conjunction with the words to convey a full and complete story. • Identify some aspects of Afrofuturism as well as African religions and culture within the text. • Answer both literal and inferential questions about text. • Activities/Procedures • Students will read the remainder of the Graphic Novel, After the Rain. ◦ Students can read individually or as a class, but graphic novels tend to be difficult to read together since students are attempting to comprehend both words and art, and some students like to take more time with the pictures than others. • Formative/Summative Assessment • After the Rain, Part 3 • After the Rain, Part 3 Answer Key

- Exit Activity - Was the boy at the start of this text an African Bush Baby? What are the similarities? The differences? Compare and contrast the boy and the information you've gathered from the video about Bush babies in one paragraph (5 sentences). - Formative/Summative Assessment After the Rain, Story Questions 1 After the Rain, Story Questions 1 Answer Key		
Thursday - Objective - Activities/Procedures - Warm Up: In the novel, <i>After the Rain</i>, the narrator says: "I shouted and cursed and accused them of everything from black magic and Satanism to witchcraft and juju; anything that would make them feel ashamed...as I knew they both claimed to be good Catholics." - Discuss whether individuals of African descent across the diaspora can be both Christian AND practice traditional African religions. Why or why not? - Students should read the article, "The Gospel According to Afrofuturism." - Formative/Summative Assessment The Gospel According to Afrofuturism Article Questions The Gospel According to Afrofuturism Article Questions, Answer Key	Friday - Objective - Activities/Procedures - Here, you have several options, depending on time constraints and teacher preference. - Watch the video "Have Christianity and Islam helped the Black Community Survive?" - Watch the video, "How did Christianity come to Africa?" - Watch: In Search of Voodoo: Roots to Heaven, by Djimon Hounsou - This is available on Amazon Prime and other streaming sites. - Read the article, Looking for Ancient Black Religion? Try Christianity. - This is a lengthy article and can be used for your gifted students or if you would like to challenge your students in general. - Watch the video, "Ancestors, Spirits and God-History of Africa" - This video includes some information about the intersection of traditional African practices and Christianity. Overall, it highlights Christianity, Jewish and Islamic religions in Africa. - Formative/Summative Assessment You can use this Identifying Features of Arguments chart to accompany any of these sources (or any that you find on your own that may better compliment the topic). This chart culminates the argumentative essay features that you have been teaching throughout the quarter through Warm-up/Exit Activities, etc.	Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives?
ELL Supports/Strategic Supports - Strategically group students so that they have helpful partners that might assist with vocabulary. - During read-aloud, some students might benefit from using the "translate by voice  " option on Google Translate.	Challenge	

Week Six	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics Comic Strip Assignment Sheet Comic Strip Scoring Guide	1-3 Learning Targets: Standards/Objectives
Monday • Objective • Activities/Procedures • Using one of the previous templates provided, teachers can create a chart or document that will enable students to collect evidence from the various texts covered since the previous Focus Question Response. Students should look for the following: ◦ Examples of either positive or negative depictions of previously vilified African religions. ◦ Examples of ways that various religions/cultural practices that are now more accepted than they once were. ◦ An example that counters the argument that the student is going to make in their Focus Question Response. ◦ It is always a good idea for students to document the page numbers, text, and a brief summary of the information provided. ◦ Students can (and should) make connections between their source and other texts covered throughout the quarter/school year thus far. • Formative/Summative Assessment • Evidence guide/collector/chart/document to assist in completing Focus Question Response.	Tuesday • Objective • Activities/Procedures • Using the Evidence Guide from the previous lesson, students will respond to the following question: ◦ Does Afrofuturism create a positive depiction of previously vilified African Religions (or traditional cultural practices) and the practices thereof? If so, how? If not, why does it fall short? Explain. • Thesis statement would either affirm or deny Afrofuturism's ability to create a positive depiction of previously vilified African Religions (or cultural practices). • Students should find support of their argument from at least one text covered in class. • Students should include a brief counterargument from a second source that was covered in class. • Students should have the various aspects of introductions and conclusions that have been practiced thus far this school year. • Focus Question Response should be a minimum of four (4) paragraphs and include at least three (3) quotes from two (2) different sources. • Formative/Summative Assessment • Focus Question Response	Wednesday • Objective • Activities/Procedures • Students should be assigned their Afrofuturism comic strip activity. • Comic Strip Activities guidelines • Students should begin to brainstorm their comic strip, choosing the tenet of Afrofuturism that will be addressed, the religious/cultural aspect that will be mentioned, and write the dialogue for their comic strip. • Students should submit this work to teacher to receive feedback prior to working on their comic strip. • Formative/Summative Assessment • Students will be graded for the overall project based on this rubric. ◦ Teachers may choose to assign points for the outline that students must provide prior to completing the official comic strip.
Thursday • Objective • Activities/Procedures • Comic Strip Assignment Sheet	Friday • Objective • Activities/Procedures • Comic Strip Assignment Sheet • This is the last day that students will work on their comic strips, unless the teacher	• Weekly/Bi-Weekly Assessment and • Pt value/Rubric How will you know the students learned the skills/objectives?

• Students should submit their outline to be reviewed, if it has not yet been submitted. • Students should begin working on their comic strip. • Formative/Summative Assessment • Students are ultimately graded on the completion of their comic strip, based on this rubric.	deems it necessary to stretch it into the a few days the following week in lieu of the few articles the days prior to beginning the essay. • Students should finish their comic strips so that they may submit them by the due date. • Formative/Summative Assessment • Comic Strip Scoring Guide	
ELL Supports/Strategic Supports • Strategically group students so that they have helpful partners that might assist with vocabulary. • During read-aloud, some students might benefit from using the “translate by voice ” option on Google Translate.	Challenge •	

Week Seven	Date	5 days
Performance-Based Assessment Essay Prompt: Is a revival of African cultures, traditions, and religions through Afrofuturism necessary in our present day culture? Genre: Argumentative	• Text(s) • Names and Links to Resources and Rubrics Argumentative Essay Assignment Sheet Argumentative Essay Scoring Guide	1-3 Learning Targets: Standards/Objectives
Monday • Objective • Activities/Procedures • This week, students should begin thinking about their culminating essay and the sources they are going to use to prove their point. • Culminating Essay Assignment Sheet • Students should either read the article provided or choose an article that they find on their own, related to Afrofuturism in Music and Art. ◦ Students may briefly summarize the article they have chosen in 2-3 paragraphs. ◦ Teacher may have students complete the identifying argument sheet for the given/chosen article, or ◦ Teacher may have students read the article and look for evidence of their completion of this assignment in their essay. • If students are reading an article the teacher assigns, they can read this article about Afrofuturism in costume design. • Formative/Summative Assessment • This assessment is determined by the option the teacher chose above.	Tuesday • Objective • Activities/Procedures • This week, students should begin thinking about their culminating essay and the sources they are going to use to prove their point. • Culminating Essay Assignment Sheet • Students should either read the article provided or choose an article that they find on their own, related to Afrofuturism in Music and Art. ◦ Students may briefly summarize the article they have chosen in 2-3 paragraphs. ◦ Teacher may have students complete the identifying argument sheet for the given/chosen article, or ◦ Teacher may have students read the article and look for evidence of their completion of this assignment in their essay. • If students are reading an article the teacher assigns, they can read this article about Afrofuturism's impact on Black people across the diaspora through tech. • Students may also choose to read this article, which highlights Afrofuturism in both music and art and is ripe with links to other sites with additional information. • Formative/Summative Assessment • This assessment is determined by the option the teacher chose above.	Wednesday • Objective • Activities/Procedures • Culminating Essay Assignment Sheet • Students should engage in completing an outline for their essay, based on the guidelines the teacher has provided and any handouts that are given to the student. • Formative/Summative Assessment • Completed essay outline.
Thursday • Objective • Activities/Procedures • Culminating Essay Assignment Sheet • Students should fully complete outline for final essay of Q2 to be submitted/reviewed by instructor. • This outline should be based on the guidelines and any handouts provided to the student for this essay. • Formative/Summative Assessment • Completed essay outline.	Friday • Objective • Activities/Procedures • Culminating Essay Assignment Sheet • Students should begin drafting their final essay of Q2. • Formative/Summative Assessment • Completion of the rough draft/peer revision activity next week.	• Weekly/Bi-Weekly Assessment and Pt value/Rubric How will you know the students learned the skills/objectives? Argumentative Essay Scoring Guide

ELL Supports/Strategic Supports •	Challenge •
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Essay Week

Students should complete the Performance-Based Assessment independently, **with little to no input or feedback during the process**. Students should use word processing software to take advantage of editing tools and features. Prior to beginning the Assessment:

- **Day One:** Review the prompt and rubric- What verbiage on the rubric indicates the difference between a 2 and 3 and a 3 and 4? What does this verbiage mean?
- **Day One:** Review the Elements of an Effective Essay based on the genre. Students can review the work they did earlier in the unit as they complete the Performance-Based Assessment e.g. ThinkCERCA Direct Instruction and Skills Lessons and previous writing assignments
- **Day One/Day Two:** Ask students to read over their evidence logs and previous writings.
- **Day One/Day Two:** Draft a Thesis Statement
- **Day One/Day Two:** Create a graphic organizer
- **Day Two/Day Three:** Write the rough draft
- **Day Three/Day Four:** Proofread, revise, and gather more information and evidence
 - Students may also consult other resources such as:
 - the elements of an essay, including a clear thesis statement, details to support the thesis, and correct spelling and grammar.
 - their Evidence Log
 - their Word Network
- **Day Four/Day Five:** Write the final draft and turn it in

Although students will use evidence from unit selections for their essay, they may need to collect additional evidence, including facts, statistics, anecdotes, quotations from authorities, and examples.

Week Eight		Date Last Week of Quarter	5 days
Culminating Writing Task/Writing Prompt: <u>Is it beneficial to present-day members of the African Diaspora to experience the revitalization of African cultures, traditions, and religions through Afrofuturism? Why or why not? Explain.</u> Argumentative Essay Assignment Sheet			Objectives •
Monday Complete rough draft of Argumentative essay.	Tuesday Engage in Peer Revision Activity		Wednesday Revision/Editing
Thursday Revision/Editing	Friday Final Draft of Afrofuturism Argumentative Essay, due.		Rubric Afrofuturism Argumentative Essay Scoring Guide
ELL Supports •	Strategic Supports •		Challenge •

Speaking and Listening Performance Based Assessments

Can use examples and actual projects from myPerspectives

When should this be presented and worked on: • Week(s) • In Class or Outside of Class	
Title of Project	
Standards/Objectives	
Rubric	
Procedures/Activities/Directions	
Resources/Scaffolds	
• Check-in Dates • Due Date	
ELL Supports	
Strategic Support	
Challenge	