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| **DATE: 9/19/13** | *Essential Question(s):*   * **What are the similarities and differences in the uses of the concept of “Diaspora” over time?** * **How can we read texts for the geographic information they contain?** * **What are the rudiments of creating a database for historical research?** |
| **Objectives** | *What will your students know and be able to do as a*  *result of this lesson?*     * **1. To make connections between their annotations of how the term “diaspora” has been used by black intellectuals and activists over time.** * **2. Read course texts for the geographic information they contain and develop systems for recording this information.** * **3. Discuss the importance of place, movement, and scale in relation to the essential question for the first unit: “what relations to Africans and their descendants in different parts of the Americas bear to one another?”** |
| **Instructional**  **materials and**  **resources** | *What materials, texts, manipulatives, visuals, technological resources etc. will you need for this lesson?*   * **Printout of annotations done by students with TF comments.** * **Handout/projection of quotes from James Sweet and Alexander Byrd books on place and movement.** * **Printout of students’ weekly reading responses from course wiki with TF comments.** |
| **Assessment**  **activities** | *How will you determine what the students know and are able to do during and as a result of the lesson?*   * **Observe student discussion and listen to comments.** * **Think-pair-share quick write activity.** * **Table students create for charting references to geographic information for their WorldMap project.** * **Write own working definition of the African diaspora.** |

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| **Instructional tasks and activities** | *What activities will you and your students do and how are they connected to the objectives?* | |
| *What will you be doing?* | | *What will the students be doing?* |
| **3-3:07 – Greeting the students.**    **3:07 – 3:15 – Go over the agenda and objectives, ask if there are any questions about section syllabus.**  **3:15-3:25 – Ask students to read over the packet of annotations for “diaspora” and identify commonalities and differences associated with the use of the concept on a T-chart.**  **3:25-3:30 – Ask students to share their T-charts with the class.**  **3:30-3:35 – Ask students to write their own working definition of the concept of the African diaspora that they will come back to throughout the course.**  **3:35-3:40 – Introduce databases for historical research and ways of reading for geographic information contained in the readings and system they will use for recording it for their WorldMap assignment due in two weeks.**  **3:40-3:55 – Discuss examples of references from the text, modeling how they might create an entry in their database/table with person, date, description, and page number as well as additional research.**  **3:55-4:00 – Questions?** | | **3:07 - Small chat, getting to know each other.**  **3:07 – 3:15 – Read over agenda and objectives; ask questions about section syllabus.**  **3:15-3:25 – Read over the packet, write commonalities and differences on a T-chart, then go around and share their findings.**  **3:25-3:30 – Take turns sharing the commonalities and differences they found.**  **3:30-3:35 – Write own working definition of the African diaspora. Email it to TF.**  **3:35-3:40 – Listen, take notes.**  **3:40 – 3:55 – Discuss the examples from the text, paying attention to issues of place, movement and scale in relation to the essential question for the first unit.**  **3:55-4:00 – Ask questions.** |