

Unit 2 Enslavement, Resistance, Freedom

Content Area: **Social Studies**
Course(s): **African American History**
Time Period: **October**
Length: **7-8 weeks**
Status: **Published**

Unit Overview:

Unit 2 traverses the expansive period from the presence of enslaved Africans in the Americas to the end of the Civil War in the United States. This unit will explore the African determination to be free through resistance and rebellion (both physically, artistically, and geographically). Communities began to form through ethnic/linguistic association, religion and geographical assignment. The interplay of these identities provided the foundation for communities today.

Essential Questions:

1. How did enslaved Africans navigate and resist the brutal realities of slavery, and what forms did their resistance take?
2. What were the enduring legacies of slavery on African American communities, identities, and socio-economic conditions following emancipation?

Enduring Understandings:

1. Students will understand the emergence of the African diaspora in the Americas : a process by which Africans of various backgrounds forged kinship and community identities through their shared experiences.
2. Students will understand how the persistent struggle for African freedom in the Americas forced the nascent United States to grappled with the contradiction of slavery and democracy.
3. Students will understand how intersecting categories of identity create unique experiences within the community.

Standards/Indicators/Student Learning Objectives (SLOs):

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship

	and equality for African Americans.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

Lesson Titles:

Atlantic Africans and the Transatlantic Slave Trade

The Middle Passage

Communal Life, Labor, and Law

Gender and Reformation of Kinship

Strategies for Change, Part 1

Strategies for Change, Part 2

Reshaping Identities

Abolition and the Politics of Memory

Materials:

Core Instructional Materials

From Slavery to Freedom, 10th Ed by Franklin & Higginbotham

The African American Odyssey, Hine, Hine & Harrold

Supplemental Materials

Black Americans, A History in their own words by Meltzer

Toward the Promised Land 1851-1861

Break Those Chains at Last 1860-1880

Frederick Douglass in His Own Words

Juan Garrido's Petition, 1538

Map Showing an Overview of the Slave Trade Out of Africa

Map Showing the Regional Origins of Enslaved People Forcibly Transported to North America

"On Being Brought from Africa to America" by Phillis Wheatley, 1773 Excerpt from Chapter 2 of The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself, 1789

Plea to the Jurisdiction of Cinque and Others, 1839 Sketches of the Captive Survivors from the Amistad Trial, 1839

Articles 1–10 from the Louisiana Slave Code (Code Noir, or Black Code), 1724 Excerpts from the South Carolina Slave Code, 1740 Article I, Section 2 and Article IV, Section 2 of the United States Constitution, 1787 Excerpts from Dred Scott's Plea and Chief Justice Roger B. Taney's Opinion in Dred Scott v. Sandford, 1857

"Am I Not a Woman and a Sister?" from The Liberator, 1849

Excerpt from Chapter 6 of My Bondage and My Freedom by Frederick Douglass, 1855 Storage Jar by David Drake, 1858 Gospel Performance of "Steal Away to Jesus" by Shirley Caesar and Michelle Williams (video, 0:00-2:00), 2001 Lyrics to "Steal Away to Jesus," MidNineteenth Century

Letter from Governor of Florida to His Majesty, 1739 Excerpt from An Account of the Stono Rebellion, 1739 (first paragraph)

Excerpt from The History of Mary Prince, a West Indian Slave by Mary Prince, 1831 Excerpts from Incidents in the Life of a Slave Girl: Written by Herself by Harriet A. Jacobs, 1860 (sections V–VIII, XIV, XXI)

General Order 3, issued by Maj. Gen. Gordon Granger, 1865

Texts at Various Levels

Amistad Trial docs

Middle Passage (poem by Hayden)

David Drake art

Incidents in the Life of a Slave Girl - Harriet Jacobs

Olaudah Equiano and Frederick Douglass Slave Narratives

12 Years a Slave by Solomon Northrup

The Preliminary Declaration from the Constitution of Haiti,

1805 Frederick Douglass's Lecture on Haiti at the Chicago World's Fair, 1893

"L'Ouverture," 1986, "To Preserve Their Freedom," 1988, and "Strategy," 1994, from The Life of Toussaint L'Ouverture, a series by Jacob Lawrence

What to the Slave is 4th of July by Douglass

Black Pride speech in 1858 by John Rock

Sojourner Truth

Harriet Tubman

Leonard Parkinson, a Captain of the Maroons, by Abraham Raimbach, 1796 The Maroons in Ambush on the Dromilly Estate in the Parish of Trelawney, Jamaica by J. Bourgoïn and J. Merigot, 1801 The Hunted Slaves by Richard Ansdell, 1862

Diary Entry Recounting the Capture of 41 Black Seminoles by Gen. Thomas Sidney Jesup, 1836 Abraham, a Black Seminole leader, 1863 Gopher John, a Black Seminole leader and interpreter, 1863

Harriet Tubman's reflection in The Refugee by Benjamin Drew, 1856 (p. 30) Excerpt from Harriet, the Moses of Her People by Sarah H. Bradford, 1886 (pages 27–29)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Blooms/DOK:

Remember

Understand

Analyze

Apply

Evaluate

Assessments

Summative Assessment:

AP Multiple Choice Questions

End of unit assessment

DBQ essay

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

Warm-up:

- Check for Knowledge- Mini Survey
- Turn To Your Partner: Bring peers up to speed by sharing prior knowledge
- Questions of Day - Thought-provoking questions connecting current events to content
- Terminology Implementation Games - speaking using terms and concepts in small talk
- Famous Quotes - connecting statements from notable people to content
- JamBoard-

Anticipatory Set:

- De-briefing - Students "Spill" all their prior knowledge on a topic to assess the starting point for instruction
- Point of Views
- What Would You Do? - Problem solving / Moral compass
- Song connections

Closure:

- Ticket Out the Door:
- Self-Assessments
- Post Surveys

- Anticipatory Set
- Closure
- Warm-Up

Career Education Connection

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Collaboration with individuals with diverse experiences can aid in the problem-solving

process, particularly for global issues where diverse solutions are needed.

Career Readiness, Life Literacies, & Key Skills:

With a growth mindset, failure is an important part of success.

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Computer Science and Design Thinking Standards

Diversity, Equity, and Inclusion

Amistad Mandate

Topic: Slave Trade in America

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

Inter-Disciplinary Connections:

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Production and Distribution of Writing
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.10	Write routinely over extended time frames (time for 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.

Modifications

MLL Modifications:

- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Pear Deck

Canva

Worditout.com

Youtube videos

Jamboard

Kami annotating

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.