

# Unit 2: Freedom, Enslavement, and Resistance (Weeks 10-19)

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

---

Unit 2 delves into the harrowing yet pivotal experiences of enslavement and the multifaceted forms of resistance that emerged within enslaved communities. This unit is crucial for examining the impact of slavery on African American culture, identity, and social structures. Through the analysis of primary sources, students will explore the complex narratives of capture, resistance, and the development of African American culture during and after slavery. The examination of historical events such as the Stono Rebellion and the Haitian Revolution provides context for understanding the ongoing struggles for freedom and justice. This unit is essential for students to grasp the historical roots of contemporary issues related to race and inequality in America.

## ESSENTIAL QUESTIONS

---

1. In what ways did the roles of Ladinós as the first Africans in the territory that became the United States shape the early African American experience?
2. How did the diverse roles of Africans during the colonization of the Americas impact their communities and interactions with European settlers?
3. What were the implications of the transatlantic slave trade on the scale and geographic distribution of African populations, and how did this affect the development of African American communities?
4. In what ways did the journey of enslaved Africans during the transatlantic slave trade reflect their resilience and resistance to commodification?
5. How did slave auctions in the nineteenth-century South reflect the broader social and economic dynamics of slavery, and how did African American authors respond to these practices?
6. What roles did enslaved individuals perform within their communities, and how did their labor contribute to the development of unique African American cultural practices?
7. How did American laws and slave codes shape the rights and lives of both enslaved and free African Americans from the seventeenth to the nineteenth centuries?
8. In what ways did the concept of *partus sequitur ventrem* influence family structures and racial classifications in the United States?
9. How did African American artistic forms serve as expressions of identity and cultural heritage, and what influences shaped their evolution?

- 10. What factors influenced African Americans' self-identification in the nineteenth century, and how did changing demographics impact these terms?**
- 11. What were the effects of Spanish Florida's asylum on African American populations during the seventeenth and eighteenth centuries?**
- 12. How did the Haitian Revolution affect global perceptions of Black resistance and political thought within African diasporic communities?**
- 13. What forms of daily resistance did enslaved and free African Americans employ, and how did these actions contribute to abolitionist movements?**
- 14. In what ways did free Black individuals organize to support their communities, and how did Black women activists contribute to social justice movements?**
- 15. What characteristics defined maroon communities, and what roles did they play in resistance against slavery across the African diaspora?**
- 16. How did the enslavement of Africans in Brazil differ from that in the United States, and what were the implications of these differences?**
- 17. How did the expansion of slavery in the United States South affect relationships between Black and Indigenous peoples?**
- 18. What were the goals of nineteenth-century emigrationists seeking Black freedom and self-determination, and how did transatlantic abolitionism influence their perspectives?**
- 19. What radical resistance strategies did Black activists promote in the nineteenth century to demand social and political change?**
- 20. How did the Underground Railroad function as a vital network for freedom seekers, and what was Harriet Tubman's legacy in the abolitionist movement?**
- 21. In what ways did visual representations of African American leaders influence societal perceptions during and after slavery?**
- 22. How did enslaved women resist sexual violence, and in what ways did gender inform the narratives of enslaved individuals?**
- 23. What contributions did African American men and women make during the Civil War, and how did their service impact their communities?**
- 24. What events led to the official end of legal enslavement in the United States, and why is Juneteenth significant in this historical context?**

## STANDARDS

---

### NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

---

#### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War

6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. • 6.2.12.EconGE.1.b:

Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

---

### **PRE-ASSESSMENTS**

---

Game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

### **INSTRUCTIONAL PLAN**

---

**Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

WALT

- describe the system of chattel slavery that developed in the Americas.
- analyze the economic, social, and political factors that drove the expansion of slavery in the United

	<p>States.</p> <ul style="list-style-type: none"> <li>• examine the daily lives and experiences of enslaved Africans, including their labor, living conditions, and family structures.</li> <li>• evaluate the various forms of resistance and rebellion employed by enslaved people against the institution of slavery.</li> <li>• compare and contrast the experiences of enslaved individuals in different regions of the United States.</li> <li>• assess the impact of the abolitionist movement on the eventual abolition of slavery.</li> </ul>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>• Active lecture note taking</li> <li>• Close Reading</li> <li>• Think-Pair-Share</li> <li>• Case Notes</li> <li>• Making Connections</li> <li>• Debate/Socratic Seminar</li> <li>• Short written responses</li> <li>• Discussion Groups</li> <li>• AP Classroom</li> </ul>
<p><b>Success Criteria</b></p>	<ul style="list-style-type: none"> <li>• Explain the significance of the roles Latinos played as the first Africans to arrive in the territory that became the United States.</li> <li>• Describe the diverse roles Africans played during colonization of the Americas in the sixteenth century.</li> <li>• Describe the scale and geographic scope of the transatlantic slave trade.</li> <li>• Identify the primary slavetrading zones in Africa from which Africans were forcibly taken</li> <li>• Explain how the distribution of distinct African ethnic groups during the era of slavery shaped the development of African American communities in the United States.</li> <li>• Describe the conditions of the three-part journey enslaved Africans endured during the transatlantic slave trade.</li> </ul>

- Explain how the transatlantic slave trade destabilized West African societies.
- Describe the key features and purposes of narratives written by formerly enslaved Africans.
- Describe the methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage.
- Describe the features of slave ship diagrams created during the era of the slave trade.
- Explain how Africans' resistance on slave ships and slave ship diagrams inspired abolitionists and Black artists during the era of slavery and after.
- Describe the nature of slave auctions in the nineteenth-century United States South.
- Explain how African American authors advanced the causes of abolition and equality in their writings about slave auctions.
- Explain how the growth of the cotton industry in the United States displaced enslaved African American families.
- Describe the range and variety of specialized roles performed by enslaved people.
- Explain how slave labor systems affected the formation of African American musical and linguistic practices.
- Evaluate the economic effects of enslaved people's commodification and labor, within and outside of African American communities.
- Explain how American law affected the lives and citizenship rights of enslaved and free African Americans between the seventeenth and nineteenth centuries.
- Explain how slave codes developed in response to African Americans' resistance to slavery.
- Explain how *partus sequitur ventrem* affected African American families and informed the emergence of racial taxonomies in the United States.
- Explain how racial concepts and classifications emerged alongside definitions of status.

- Describe African American forms of self-expression in art, music, and language that combine influences from diverse African cultures with local sources.
- Describe ways enslaved African Americans adapted African musical elements from their ancestors and influenced the development of American musical genres.
- Explain the multiple functions and significance of spirituals.
- Explain how changing demographics and popular debates about African Americans' identity influenced the terms they used to identify themselves in the nineteenth century and beyond.
- Explain key effects of the asylum offered by Spanish Florida in the seventeenth and eighteenth centuries.
- Explain the global impacts of the Haitian Revolution.
- Describe the role of maroons in the Haitian Revolution.
- Explain the impacts of the Haitian Revolution on African diasporic communities and Black political thought.
- Describe the daily forms of resistance demonstrated by enslaved and free African Americans.
- Describe the inspirations, goals, and struggles of different revolts and abolitionist organizing led by enslaved and free Afrodescendants throughout the Americas.
- Explain how free Black people in the North and South organized to support their communities.
- Describe the techniques used by Black women activists to advocate for social justice and reform.
- Explain why Black women's activism is historically and culturally significant.
- Describe the characteristics of maroon communities and the areas where they emerged across the African diaspora.
- Describe the purposes of maroon wars throughout the African diaspora.

- Describe features of the enslavement of Africans in Brazil.
- Explain shifts in the numbers of enslaved Africans in Brazil and the United States during the nineteenth century.
- Explain how the expansion of slavery in the United States South affected relations between Black and Indigenous people.
- Explain how nineteenth-century emigrationists aimed to achieve the goal of Black freedom and self-determination.
- Explain how transatlantic abolitionism influenced antiemigrationists' political views about the potential for African Americans' belonging in American society.
- Describe the features of nineteenth-century radical resistance strategies promoted by Black activists to demand change.
- Describe the role and scale of the Underground Railroad in providing freedom-seeking routes.
- Explain the significance of Harriet Tubman's contributions to abolitionism and African Americans' pursuit of freedom.
- Explain the significance of visual depictions of African American leaders in photography and art during and after the era of slavery.
- Explain how enslaved women used methods of resistance against sexual violence.
- Explain how gender affected the genre and themes of slave narratives in the nineteenth century.
- Explain the impact of Black women's enslavement narratives on political movements in the nineteenth century.
- Describe enslaved and free African American men's and women's contributions during the United States Civil War.
- Describe African American soldiers' motivations for enlisting during the United States Civil War and the inequities they faced.
- Explain how Black soldiers' service affected Black communities during and after the United States Civil War.
- Describe the events that officially ended legal

	<p>enslavement in the United States.</p> <ul style="list-style-type: none"> <li>• Explain why Juneteenth is historically and culturally significant</li> </ul>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<ul style="list-style-type: none"> <li>• Key terms and People assignments</li> <li>• Chapter Question assignments</li> <li>• Primary Source Packets for Section</li> <li>• In class discussions</li> <li>• Low-stakes group work</li> </ul>
<p><b>Activities and Resources</b></p>	<ul style="list-style-type: none"> <li>• Textbook readings</li> <li>• Lecture/notes/active class discussion</li> <li>• Unit Source Book</li> </ul>
<p><b>Suggested Modifications</b></p>	<p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p><b>Visuals:</b> The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p><b>Front-Loading Vocabulary:</b> The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p><b>Special Education Students</b></p>

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations.

Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task,

reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **MODULE 2**

---

## **MODULE 3**

---

## **REFLECTIONS**

---

## **SUMMATIVE/END-OF-UNIT ASSESSMENTS**

---

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

---

	Integration of Knowledge and Ideas
LA.RI.11-12	Reading Informational Text
	Text Types and Purposes
LA.SL.11-12	Speaking and Listening