

Unit II: Freedom, Enslavement, Resistance

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Summary

Freedom, Enslavement, and Resistance- Students will explore the origins of the transatlantic slave trade and the African diaspora, its impact on international revolutionary struggles, and the development of African American culture. Unit will span from the first instances of slavery in colonial America to the abolition movement, Civil War, and emancipation.

Standards

LO 2.1.A Explain the significance of the roles *ladinos* played as the first Africans to arrive in the territory that became the United States

EK 2.1.B.1 In the fifteenth and sixteenth centuries, Africans in the Americas played three major roles: EK 2.1.B.1.i As conquistadores, participating in the work of conquest, often in hopes of gaining their freedom EK 2.1.B.1.ii As enslaved laborers, working largely in mining and agriculture to produce profit for Europeans EK 2.1.B.1.iii As free skilled workers and artisans

EK 2.2.A.1 Because of the slave trade, before the nineteenth century, more people arrived in the Americas from Africa than from any other region in the world.

EK 2.2.A.2 The transatlantic slave trade lasted over 350 years (from the early 1500s to the mid1800s), and more than 12.5 million enslaved Africans were forcibly transported to the Americas. Of those who survived the journey, only about 5 percent (approximately 388,000) came directly from Africa to what became the United States.

EK 2.2.A.3 Forty-eight percent of all Africans who were brought to the United States directly from Africa landed in Charleston, South Carolina, the center of United States slave trading.

EK 2.2.A.4 Portugal, Great Britain, France, Spain, and the Netherlands were the top five enslaving nations involved in the transatlantic slave trade.

EK 2.2.B.1 Enslaved Africans transported directly to mainland North America primarily came from locations that correspond to nine contemporary African regions: Senegambia, Sierra Leone, Liberia, Côte d'Ivoire, Ghana, Benin, Nigeria, Angola, and Mozambique. Captives from Senegambia and Angola composed nearly half of those taken to mainland North America.

EK 2.3.A.1 Enslaved Africans' journeys to the Americas varied. In the first part of the journey, which could last several months, Africans were captured and marched from interior states to the Atlantic coast. On the coast some captives waited in crowded, unsanitary dungeons.

EK 2.3.A.2 The second part of the journey, the Middle Passage, involved traveling across the Atlantic Ocean, which lasted up to three months. For most, the Middle Passage established permanent separation from their communities. Aboard slave ships, Africans were humiliated, beaten, tortured, and raped, and they suffered

from widespread disease and malnourishment. About 15 percent of captive Africans perished during the Middle Passage.

EK 2.3.A.3 The third, or “final,” passage occurred when those who arrived at ports in the Americas were quarantined, resold, and transported domestically to distant locations of servitude—a process that could take as long as the first and Middle passages combined.

LO 2.3.B Explain how the transatlantic slave trade destabilized West African societies.

LO 2.4.A Describe the methods by which Africans resisted their commodification and enslavement individually and collectively during the Middle Passage

LO 2.5.B Explain how African American authors advanced the causes of abolition and equality in their writings about slave auctions.

LO 2.5.C Explain how the growth of the cotton industry in the United States displaced enslaved African American families.

LO 2.6.A Describe the range and variety of specialized roles performed by enslaved people.

EK 2.7.A.3 Slave codes and other laws hardened the color line in American society by reserving opportunities for upward mobility and protection from enslavement for white people based on their race and by denying opportunities to Black people on the same premise.

LO 2.8.A Explain how *partus sequitur ventrem* affected African American families and informed the emergence of racial taxonomies in the United States.

LO 2.9.A Describe African American forms of self-expression in art, music, and language that combine influences from diverse African cultures with local sources.

LO 2.13.A Describe the daily forms of resistance demonstrated by enslaved and free African Americans.

LO 2.14.C Explain why Black women’s activism is historically and culturally significant.

LO 2.17.A Explain how the expansion of slavery in the United States South affected relations between Black and Indigenous people.

LO 2.18.B Explain how transatlantic abolitionism influenced antiemigrationists’ political views about the potential for African Americans’ belonging in American society

EK 2.20.A.1 The term “Underground Railroad” refers to a covert network of Black and white abolitionists who provided transportation, shelter, and other resources to help enslaved people fleeing the South resettle in free territories in the United States North, Canada, and Mexico in the nineteenth century.

LO 2.22.B Explain how gender affected the genre and themes of slave narratives in the nineteenth century

LO 2.23.A Describe enslaved and free African American men’s and women’s contributions during the United States Civil War.

LO 2.24.B Explain why Juneteenth is historically and culturally significant.

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations
Obtaining, Evaluating, and Communicating Information
Using Mathematics and Computational Thinking
Developing and Using Models
Constructing Explanations and Designing Solutions
Analyzing and Interpreting Data
Engaging in Argument from Evidence
Asking Questions and Defining Problems

Career Readiness, Life Literacies, and Key Skills PRACTICES

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Select the Performance Expectations.

[ClimateChange Education](#)

Stage I: Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
<p>Identify and explain course concepts, developments, and processes.</p> <p>Identify and explain a source's claim(s), evidence, and reasoning.</p> <p>Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.</p> <p>Explain how course concepts, developments, and processes relate to the discipline of African American Studies.</p> <p>Explain the significance of a source's perspective, purpose, context, and audience.</p> <p>Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.</p> <p>Use a line of reasoning to develop a well-supported argument.</p>	
Mastery	
Enduring Understanding	Essential Questions
<i>Students will understand that...</i>	
<p>The transatlantic slave trade spanned centuries and impacted millions of Africans, resulting in widespread suffering as well as early acts of resistance.</p>	<p>How did the transatlantic slave trade destabilize West African societies, and determine modern relationships and perceptions of the continent?</p>
<p>Slave narratives are foundational to early American writing, serving as historical accounts, literary works, and political texts.</p>	<p>How was the suffering experienced during the slave trade repurposed as both a form of resistance and artistic expression by the African diaspora, and how does it recur in the modern day?</p>
<p>Enslaved people and their labor were foundational to the American economy, and fostered interdependence between the North and South.</p>	<p>How did treatment of enslaved peoples influence the doctrine of white supremacy in both de facto and de jure expressions of racism?</p>
<p>The development of slave codes and laws in the early United States led to the creation of the color line and social construct of race in American society.</p>	<p>How did enslaved labor affect the relationship between economics and culture to determine understanding of commodification and musical/linguistic practices?</p>
	<p>How did the institution of slavery promote the rise of resistance movements throughout the Americas,</p>

African American creative expression drew upon blended influences from African ancestors, community members, and local European and Indigenous cultures.

Resistance to slavery took many forms internationally and domestically, with many free and enslaved peoples taking part in the struggle across continents and centuries.

and influence the traditions of revolutionary thought among marginalized groups?

Acquisition

Students will know . . .

- *Juan Garrido*
- *Spanish colonialism*
- *Ladinos*
- *Transatlantic slave trade*
- *Slave trading zones*
- *Middle Passage*
- *Slave narratives*
- *La Amistad*
- *Slave ship diagrams*
- *Slave auctions*
- *Abolitionism*
- *Cotton industry*
- *Second Middle Passage*
- *Gang/ task system*
- *Slave codes*
- *Dred Scott Decision*
- *Partus sequitur ventrem*
- *Underground Railroad*
- *American Colonization Society*
- *Stono Rebellion*
- *Fort Mose*
- *Haitian Revolution*
- *Toussaint L'Ouverture*
- *Louisiana Slave Revolt*
- *Nat Turner*
- *Maria W. Stewart*
- *Maroon Societies*
- *Black Seminoles*
- *Fugitive Slave Acts*
- *Frederick Douglass*
- *Harriet Tubman*
- *The Civil War*
- *Freedom Days*

Students will be skilled at . . .

- Reading closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determining central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Writing arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Assessing how point of view or purpose shapes the content and style of a text.
- Conducting short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gathering relevant information from multiple

	<p>print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, and research. • Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Developing and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Using technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<p><u>2.1- Juan Garrido Choose Your Own Adventure</u></p> <p><u>Social Construct of Race</u></p> <p><u>Slave Narrative Close Readings</u></p> <p><u>Slave Labor & the Economy</u></p> <p><u>Slavery & the American Revolution Level Lesson</u></p> <p><u>Creating Community/ Blackout Poems</u></p> <p><u>Revolutions: Stono & Haiti</u></p> <p>Slave narrative close readings</p> <p>AN Journal Article discussion</p> <p>Slave trade art analysis</p> <p>Slave Code Analysis</p> <p>Emancipation argument development</p>	<p><u>Transatlantic Slave Trade- Socratic Seminar</u></p> <p><u>Unit 2 Slavery DBQ</u></p> <p><u>Unit 2 Quiz</u></p> <p><u>The Colored Convention Simulation</u></p> <p>Unit II test</p> <p>Resistance, Revolution, Revolt Project</p> <p>Socratic circle</p> <p>FRQ</p> <p>DBQ</p>

Modifications

Extra time on assignments

Study guides

Preferential seating

Audio/video examples

Acceleration

Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice practice questions

Stage III: Learning Plan

I. [Week 1: Atlantic Africans and the Transatlantic Slave Trade](#)

A. 2.1- African Explorers in America

B. Departure Zones in Africa and the Slave Trade to the US

C. Capture and the Impact of the Slave Trade on West African Societies

II. [Week 2: From Capture to Sale: The Middle Passage](#)

A. African Resistance on Slave Ships and the Antislavery Movement

B. [Slave Auctions and The Domestic Slave Trade](#)

III. Week 3: Slavery, Labor, and American Law

A. The Social Construction of Race and the Reproduction of Status

B. [Labor, Culture, and Economy](#)

C. [Slavery and American Law: Slave Codes and Landmark Cases](#)

IV. Week 4: Culture and Community

A. Faith and Song Among Free and Enslaved African Americans

B. [Black Pride, Identity, and the Question of Naming](#)

V. Week 5: Radical Resistance and Revolt

- a. [The Stono Rebellion](#)
 - b. [Legacies of the Haitian Revolution](#)
 - c. Resistance and Revolts in the U.S.
 - d. Black Organizing in the North: Freedom, Women’s Rights, and Education
- VI. Week 6: Diasporic Connections
- a. Slavery and Freedom in Brazil
 - b. African Americans in Indigenous Territory
 - c. Debates about Emigration and Colonization, and Belonging in America
- VII. Week 7: Abolition and Emancipation
- a. [Black Political Thought: Radical Resistance](#)
 - b. Race to the Promised Land: The Underground Railroad
 - c. Legacies of Courage in African America Art and Photography
 - d. Gender and Resistance in Slave Narratives
 - e. [The Civil War and Black Communities](#)
- VIII. Week 8: Freedom Days
- a. [Commemorating the Ongoing Struggle for Freedom](#)
- IX. Week 9: AP Project Phase One
- a. Topic Selection/ Exploration
- X. Week 10: AP Project Research
- A. Research Question Development
 - B. Defensible Claim

- Lesson 1.1: African Explorers in the Americas
- Lesson 1.2: Departure Zones in African and the Slave Trade to the United States
- Lesson 1.3: Capture and the Impact of the Slave Trade on West African Societies
- Lesson 2.1: African Resistance on Slave Ships and the Antislavery Movement
- Lesson 2.2: Slave Auctions and the Domestic Slave Trade
- Lesson 2.3: Labor, Culture and the Economy
- Lesson 3.1: Slavery and American Law: Slave Codes and Landmark Cases
- Lesson 3.2: The Social Construction of Race and the Reproduction of Status
- Lesson 3.3: Creating African American Culture
- Lesson 4.1: Black Pride, Identity, and the Question of Naming
- Lesson 4.2: The Stono Rebellion and Fort Mose
- Lesson 4.3: Legacies of the Haitian Revolution
- Lesson 5.1: Resistance and Revolts in the United States
- Lesson 5.2: Black Organizing in the North: Freedom, Women’s Rights, and Education
- Lesson 5.3: Maroon Societies and Autonomous Black Communities
- Lesson 6.1: Diasporic Connections: Slavery and Freedom in Brazil
- Lesson 6.2: African Americans in Indigenous Territory
- Lesson 6.3: Debates About Emigration, Colonization, and Belonging in America
- Lesson 7.1: Black Political Thought: Radical Resistance
- Lesson 7.2: Race to the Promised Land: Abolitionism and the Underground Railroad
- Lesson 7.3: Legacies of Resistance in African American Art and Photography
- Lesson 8.1: Gender and Resistance in Slave Narratives

- Lesson 8.2: The Civil War and Black Communities
- Lesson 8.3: Freedom Days: Commemorating the Ongoing Struggle for Freedom
- Lesson 9.1: Unit II Test

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Additional FRQ and DBQ practices

Supplemental readings

Additional multiple choice questions

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

This unit examines the variety of experiences of individuals who lived in African, experienced enslavement, fought for abolition and established societies post-Civil War. Individuals of different genders, races, religions and socioeconomic backgrounds are included in this unit.

Specific Resources for Unit

- Textbook: Freedom on My Mind
- Clips from Roots TV Series (2016)
- Clips from 12 Years a Slave Film (2013)
- Clips from Harriet Film (2019)
- Gilder Lehrman Institute of American History: AP African American Studies Guide-
<https://www.gilderlehrman.org/ap-african-american-studies>

- Juan Garrido's petition, 1538
- Image of Juan Garrido on a Spanish expedition, 16th century
- Departure Zones and destinations of captive Africans, 1500 CE- 1900CE
- Maps showing the regional origins of enslaved people forcibly transported to the Western Hemisphere
- Excerpt from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself by Olaudah Equiano, 1789 <https://www.gutenberg.org/files/15399/15399-h/15399-h.htm>
- "On Being Brought from African to America", by Phillis Wheatley <https://poets.org/poem/being-brought-africa-america>
- Stowage of the British slave ship Brookes, early 19th century
- Stowage by Willie Cole, 1997 <https://www.moma.org/collection/works/61483>
- Ngugi wa Thiong'O, "Learning from Slavery -The Legacy of the Slave Trade on Modern Society," UN Chronicle, April 2012, p 6-7. (Secondary Source) <https://www.un.org/en/chronicle/article/learning-slavery-legacy-slave-trade-modern-society>
- La Bouche Du Roi (Mouth of the King) by Romuald Hazoumè, 2006
- Plea to the Jurisdiction of Cinque and Others, 1839 <https://www.docsteach.org/documents/document/plea-jurisdiction-cinque>
- Sketches of the captive survivors from the Amistad trial, 1839 [https://collections.library.yale.edu/catalog?f%5BsubjectName_ssim%5D%5B%5D=Amistad%20\(Schooner\)](https://collections.library.yale.edu/catalog?f%5BsubjectName_ssim%5D%5B%5D=Amistad%20(Schooner))
- Solomon Northup's narrative description of the New Orleans Slave Market, 1841 <https://historymatters.gmu.edu/d/6230/>
- "The Slave Auction" by Frances Ellen Watkins Harper, 1859
- Map showing cotton expansion and the growth of slavery in the south. (Secondary Source)
- Broadside for an auction of enslaved persons at the Charleston Courthouse, 1859 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552757>
- Broadside advertising "Valuable Slaves at Auction" in New Orleans, 1859 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552758>
- Rice fanner basket, 1863 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552759>
- Cutting the Sugar-Cane, Antigua, West Indies, 1823 <https://slaveryimages.org/database/image->

[result.php?objectid=347](#)

- Image of Cultivating Tobacco, Virginia, 1798 (Slaveryimages.org)
- Excerpts From South Carolina Slave Code Of 1740 No. 670, 1740
https://inside.sfuhs.org/dept/history/US_History_reader/Chapter1/1740SlaveCodes.pdf
- Articles 1-10 from the Louisiana Slave Code 1724 <https://www.blackpast.org/african-american-history/louisianas-code-noir-1724/>
- Article 1, Section 2 and Article 4 Section 2 of the U.S. Constitution, 1787
<https://constitution.congress.gov/constitution/article-1/#article-1-section-2-clause-3> &
<https://constitution.congress.gov/constitution/article-4/>
- Excerpts from Dred Scott’s plea and Chief Justice Roger B. Taney’s opinion in Dred Scott v. Sanford, 1857, <https://www.law.cornell.edu/supremecourt/text/60/393>
- Laws of Virginia, Act XII, General Assembly, 1662 <https://encyclopediavirginia.org/primary-documents/negro-womens-children-to-serve-according-to-the-condition-of-the-mother-1662/>
- “Am I not a woman and a sister” from The Liberator, 1849
- Cream and Red Appliqued Quilted Bedcover, Circa 1850 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552812>
- Excerpt from Chapter 1-2 of The Narrative of the Life of Frederick Douglass
- My Bondage and My Freedom by Frederick Douglass, 1855 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552812>
- “Steal Away” (lyrics)
- Contemporary gospel performance of “Steal Away” by Shirley Caesar and Michelle Williams (video)
<https://www.youtube.com/watch?v=I3gXIIHSywI>
- Storage jar, with inscription, by David Drake, 1858
<https://www.metmuseum.org/art/collection/search/747045>
- Image of Gourd Head Banjo, Circa 1859 (National Museum of African Art)
- Selections of letters written to newspapers from Call and Response 1831-1841
- Letters from Governor of Florida to His Majesty, 1739
- Excerpt from the Account of the Stono Rebellion , 1739
<https://learninglink.oup.com/access/content/schaller-3e-dashboard-resources/document-an-account-of-the-stono-rebellion-1739>
- Watercolor of Fort Mose

- Constitution of Haiti, 1805 <http://faculty.webster.edu/corbetre/haiti/history/earlyhaiti/1805-const.htm>
- Silencing the Past by Michel-Rolph Trouillot Haiti's 1805 Constitution (pgs 63-66) (Secondary Source)
- Frederick Douglass's lecture on Haiti at the Chicago World's Fair, 1893 <https://www.loc.gov/resource/lcrbmrp.t2109/?sp=42&st=pdf&r=-0.298%2C-0.08%2C1.595%2C1.595%2C0&pdfPage=41>
- L'Ouverture, 1986, To Preserve their Freedom, 1988, and Strategy , 1994 from The Life of Toussaint L'Ouverture series by Jacob Lawrence
- "The Louisiana Rebellion of 1811" with Clint Smith (video) (Secondary Source)
- Letter from Thomas Jefferson to Rufus King, 1802 <https://founders.archives.gov/documents/Jefferson/01-38-02-0052>
- Reversing Sail: A History of the African Diaspora by Michael Gomez, 2005 Chapter 5 and its argument about American bondage. (Secondary Source)
- "Why Sit Here and Die" by Maria Stewart (1832) <https://www.commonlit.org/texts/why-sit-here-and-die-speech-1#:~:text=%5B1%5DWhy%20sit%20ye%20here,us%2C%20we%20shall%20but%20die.>
- Leonard Parkinson, a Captain of the Maroons, 1796 <https://digitalcollections.nypl.org/items/a6261c00-c606-012f-773f-58d385a7bc34?canvasIndex=0>
- The Hunted Slaves by Richard Ansdell, 1862 <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552813>
- The Maroons in Ambush on the Dromilly Estate in the Parish of Trelawney, Jamaica by F.J. Bourgoïn, 1801 <https://slaveryimages.org/database/image-result.php?objectid=1172>
- "Mired Memory: 'Marronage' in The Great Dismal Swamp." (2018) by Thomas Day (Secondary Source)
- Escravo Africano- Mina and Escrava Africano- Mina by José Christiano de Freitas Henriques Junior, 1864 <https://slaveryimages.org/database/image-result.php?objectid=1276> & <https://slaveryimages.org/database/image-result.php?objectid=1309>
- Festival of Our Lady of Rosario, Rio de Janerio, Brasil by Carlos Julião, c.1770 <https://slaveryimages.org/database/image-result.php?objectid=276>
- Capoeira players and musicians on beach in Salvador da Bahia
- Arkansas Petition for Freedmen's Rights, 1869 <https://recordsofrights.org/records/271/arkansas-petition-for-freedmens-rights>
- Abraham, a Black Seminole leader, 1863 <https://digitalcollections.nypl.org/items/9852d000-c61a-012f-9f7b-58d385a7bc34?canvasIndex=0>
- Gopher John, a Black Seminole leader and interpreter, 1863 <https://digitalcollections.nypl.org/items/980eec40-c61a-012f-f2f6-58d385a7bc34?canvasIndex=0>

- Black Slaves, Indian Masters: Slavery, Emancipation, and Citizenship in the Native American South by Barbara Krauthamer, 2015(Secondary Source)
- Diary Entry recounting the capture of 41 Black Seminoles by Gen. Thomas Sidney Jesup, 1836
- The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States, Politically Considered by Martin R. Delany, 1852 <https://www.gutenberg.org/files/17154/17154-h/17154-h.htm>
- “Emigration to Mexico” by “A Colored Female of Philadelphia,” The Liberator, Jan. 2, 1832
- “West Indian Emancipation” by Frederick Douglass, 1857 <https://www.library.rochester.edu/rbscp>
- “What to a Slave is the Fourth of July” by Frederick Douglass NPR video
- Appeal by David Walker, 1829 <https://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text5/walker.pdf>
- “An Address to the Slaves of the United States” by Henry Highland Garnet, 1843 <https://www.blackpast.org/african-american-history/1843-henry-highland-garnet-address-slaves-united-states/>
- Excerpt from Harriet, the Moses of Her People by Sarah H. Bradford, 1886 <https://docsouth.unc.edu/neh/harriet/harriet.html>
- Harriet Tubman’s reflection in The Refugee by Benjamin Drew, 1856 <https://docsouth.unc.edu/neh/drew/drew.html>
- Freedom on the move: Rediscovering the Stories of Self-Liberating People (Database)
- I Go to Prepare a Place for You by Bisa Butler, 2021
- Photo of Harriet Tubman throughout her life
- Excerpts from Incidents in the Life of a Slave Girl: Written by Herself by Harriet Jacobs, 1860 <https://docsouth.unc.edu/fpn/jacobs/jacobs.html>
- Excerpts from The History of Mary Prince, a West Indian Slave by Mary Prince, 1831 <https://docsouth.unc.edu/neh/prince/prince.html>
- “The Colored Soldiers” by Paul Laurence Dunbar, 1895 <https://poets.org/poem/colored-soldiers>
- Civil War era photographs -Washerwoman for the Union army in Richmond, VA, 1860s <https://learninglab.si.edu/collections/ap-african-american-studies-teaching-with-objects-updated-december-2023/oEHvNSFB2wP91Kke#r/1552770>
- Photograph of Charles Remond Douglass, 1864 <https://collections.library.yale.edu/catalog/32312237>
- General Order #3 issued by Maj, Gen. Gordon Granger, 1865 <https://catalog.archives.gov/id/182778372>
- Juneteenth celebration in Louisville, KY 2021

- Juneteenth Celebration in West Philadelphia, 2019
- Juneteenth celebration in Galveston, 2021

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.