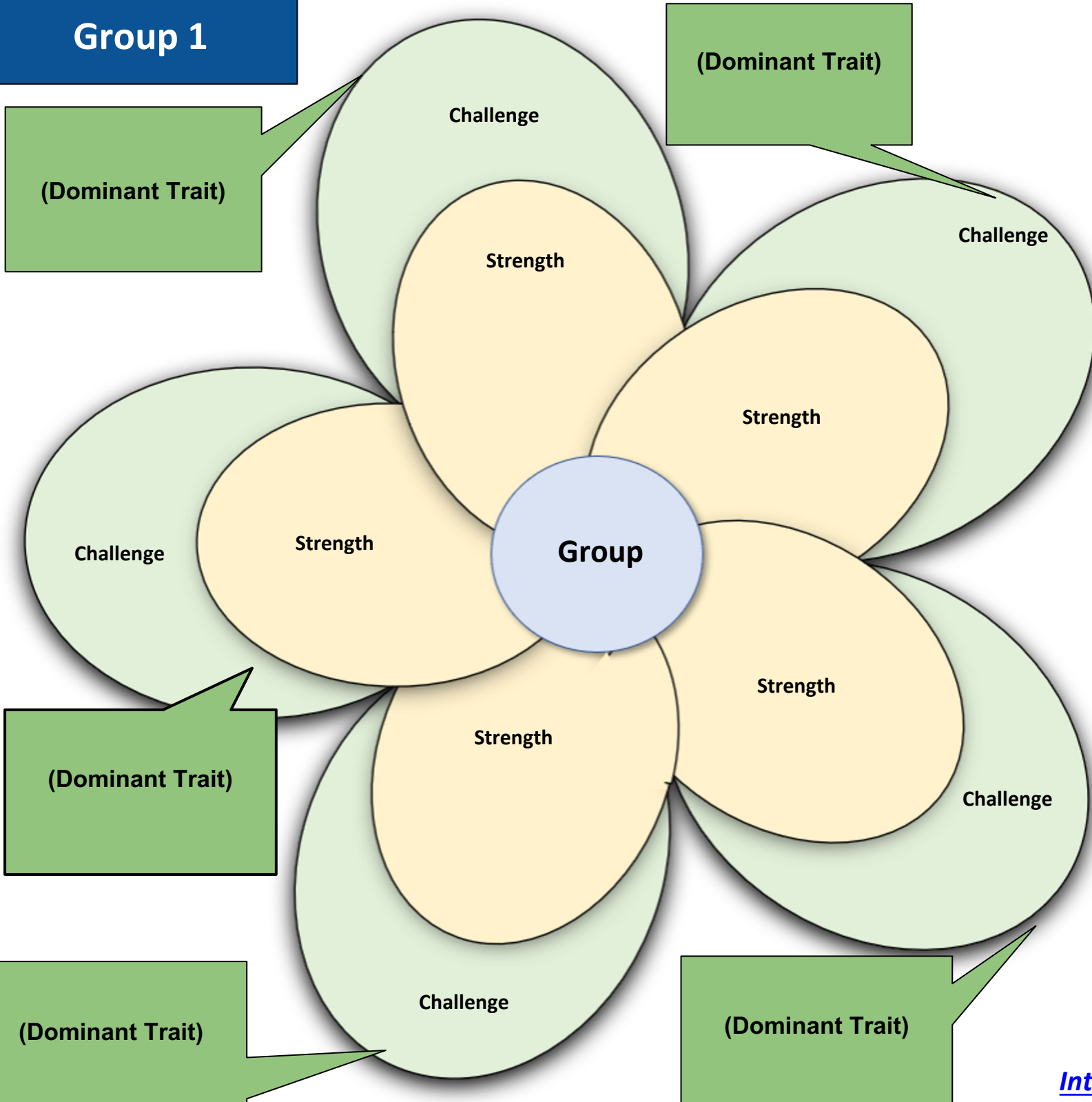


Group 1



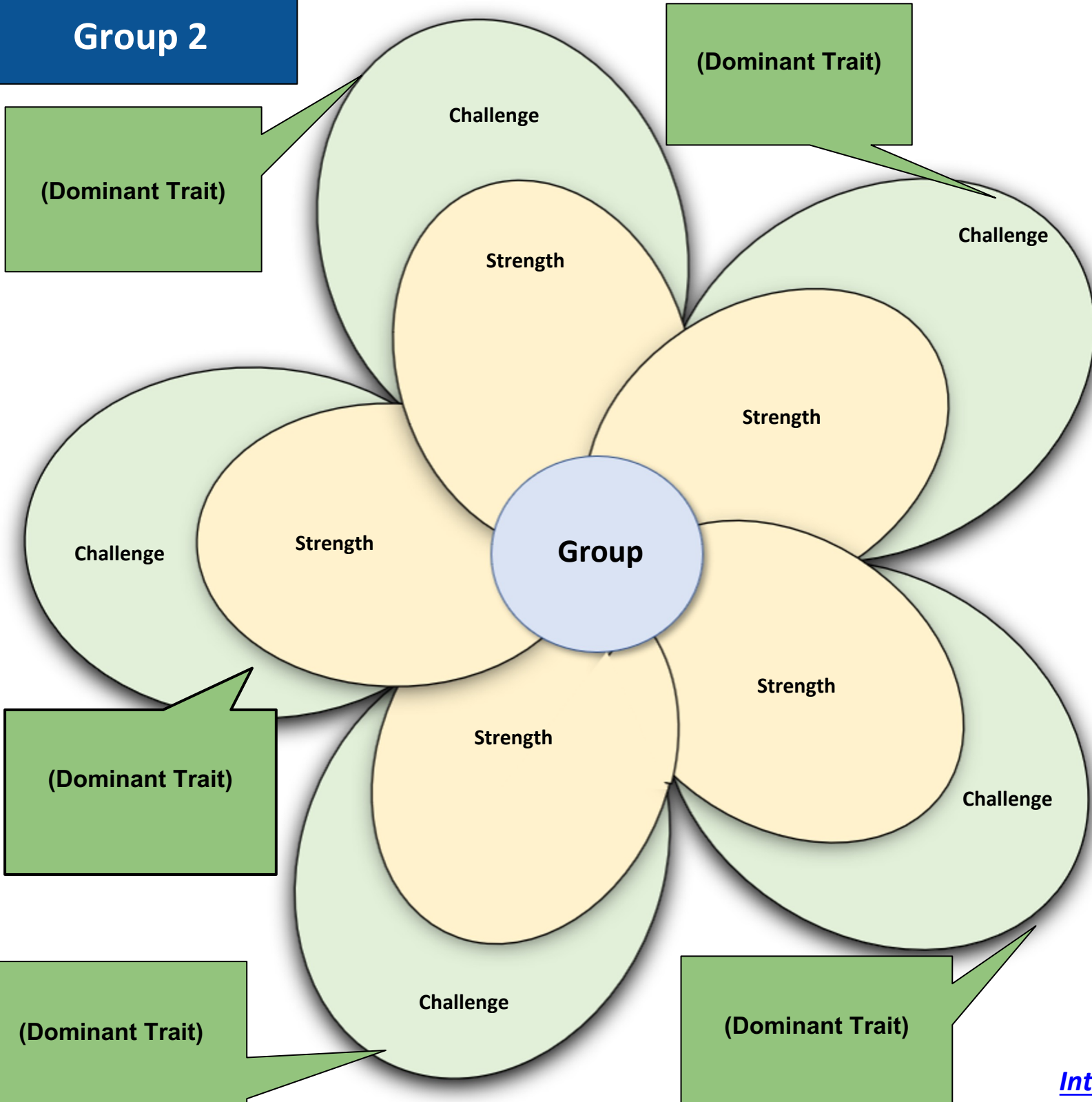
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 2



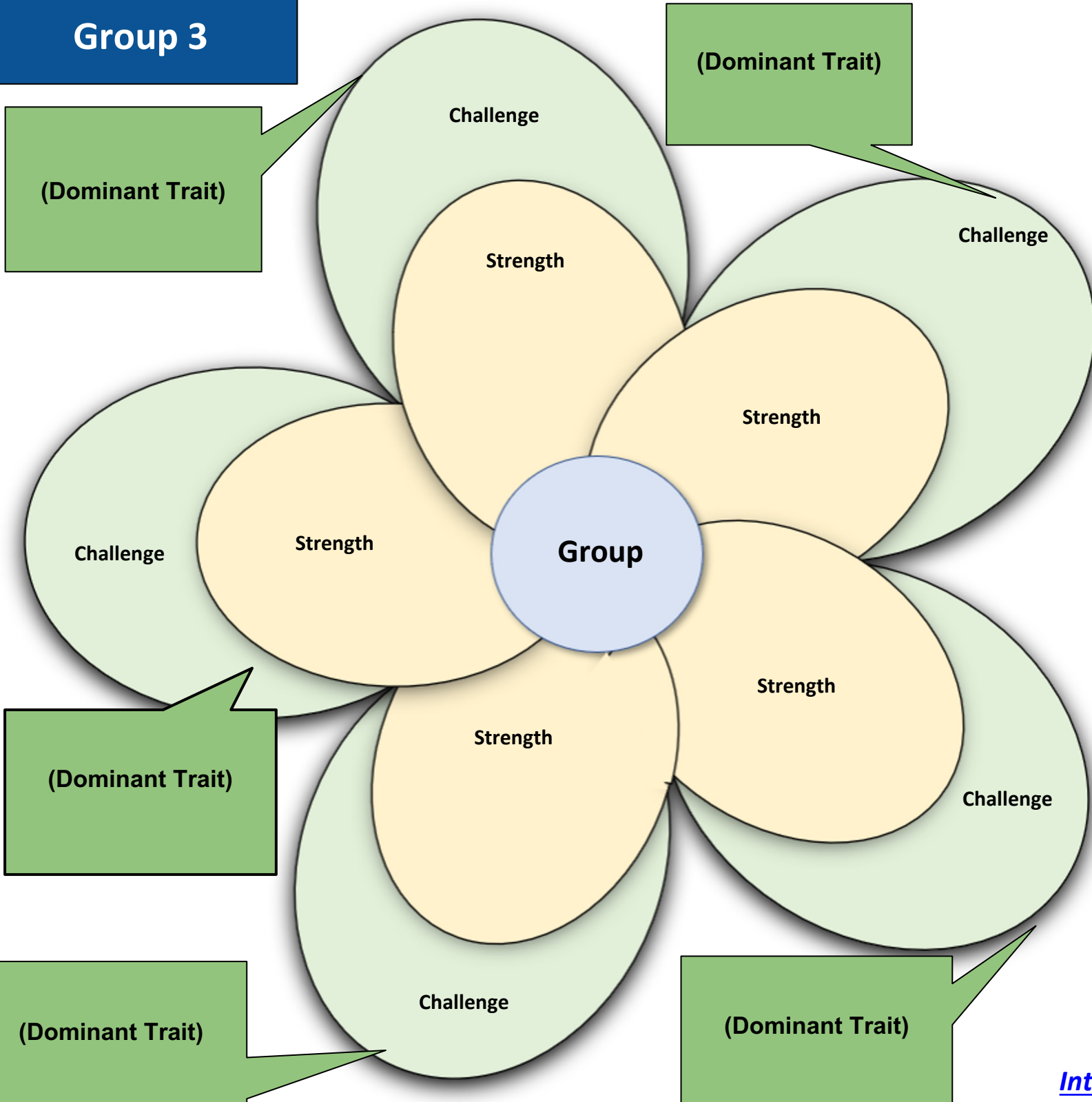
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 3



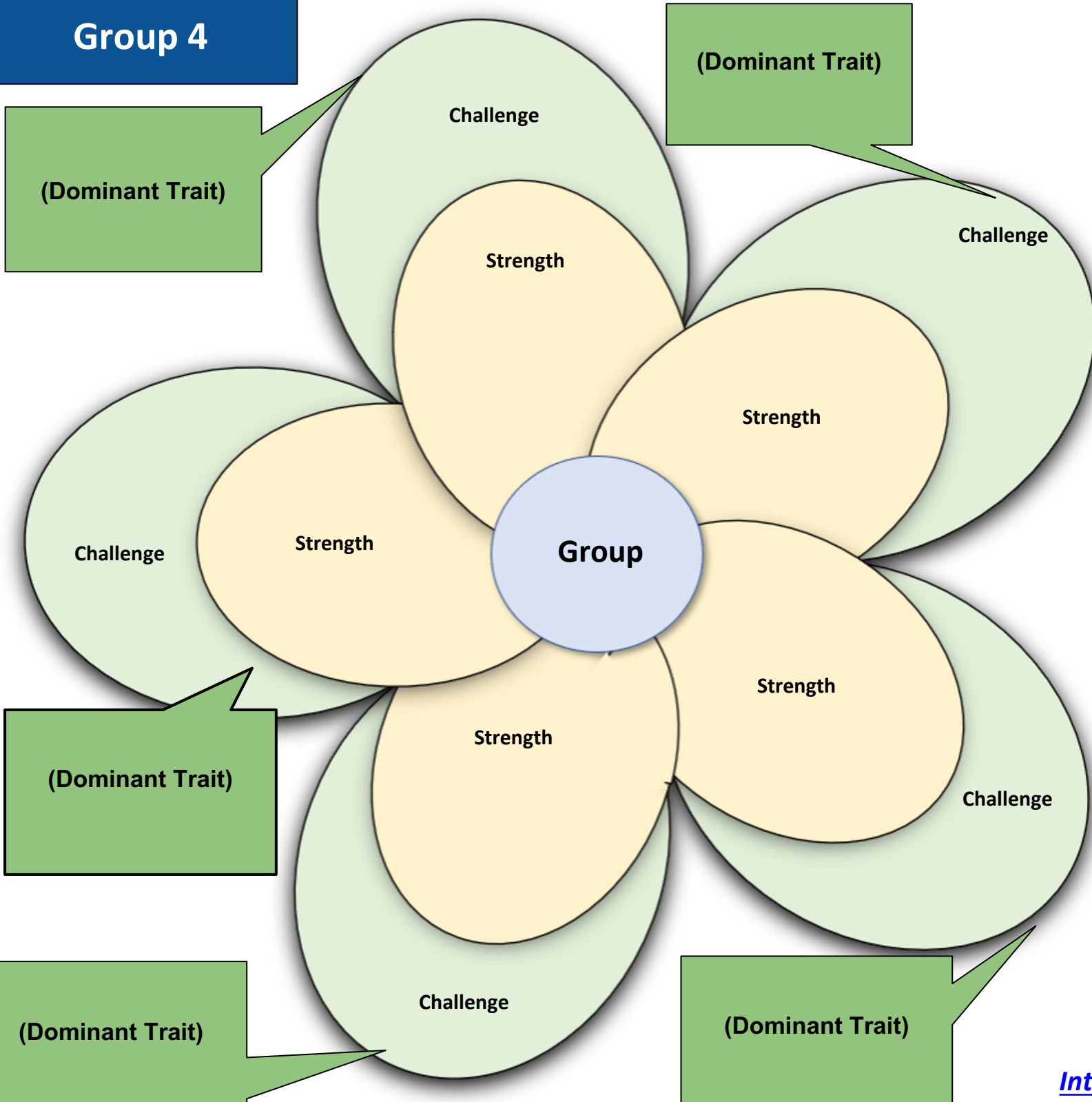
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 4



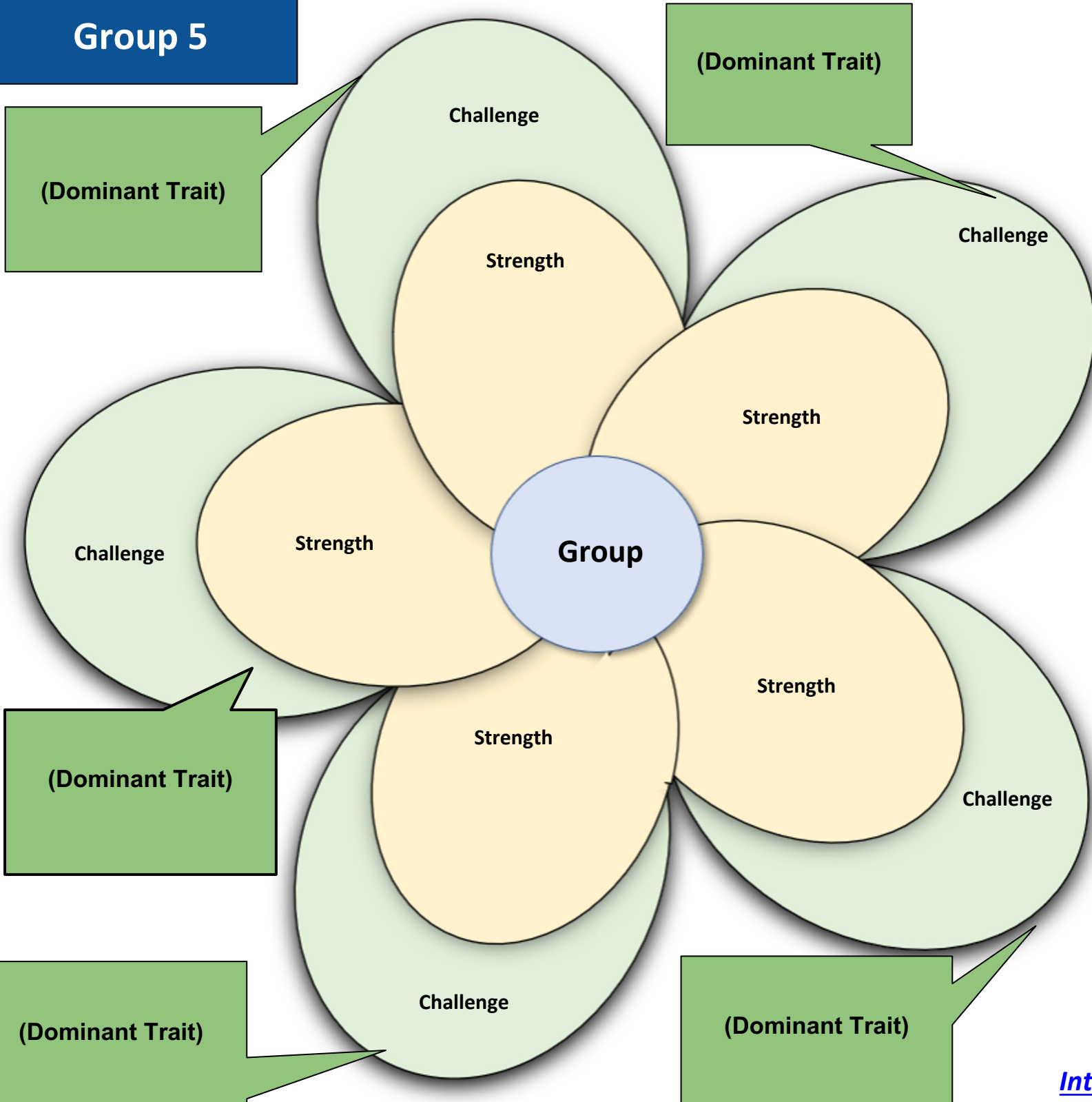
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 5



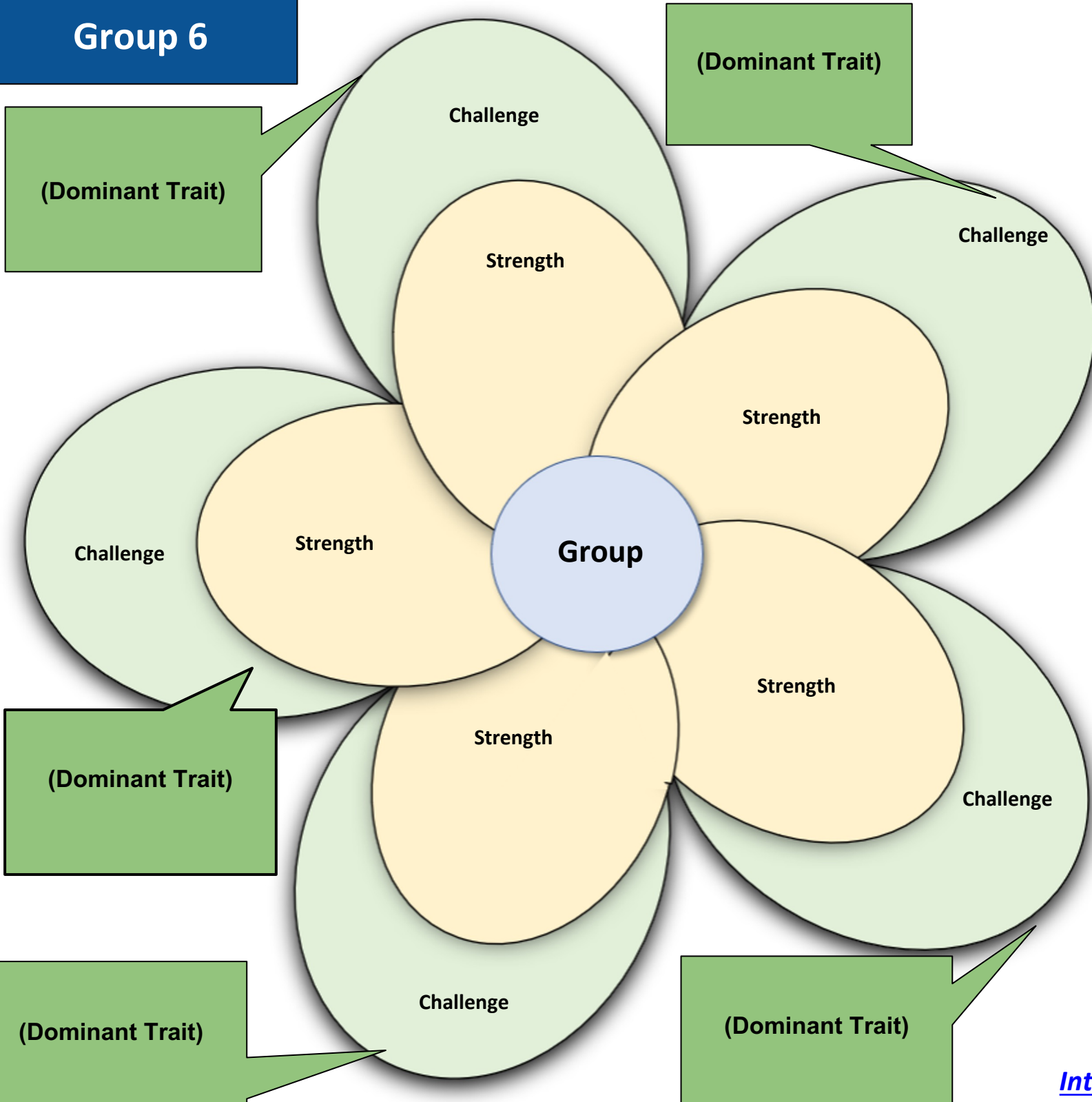
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 6



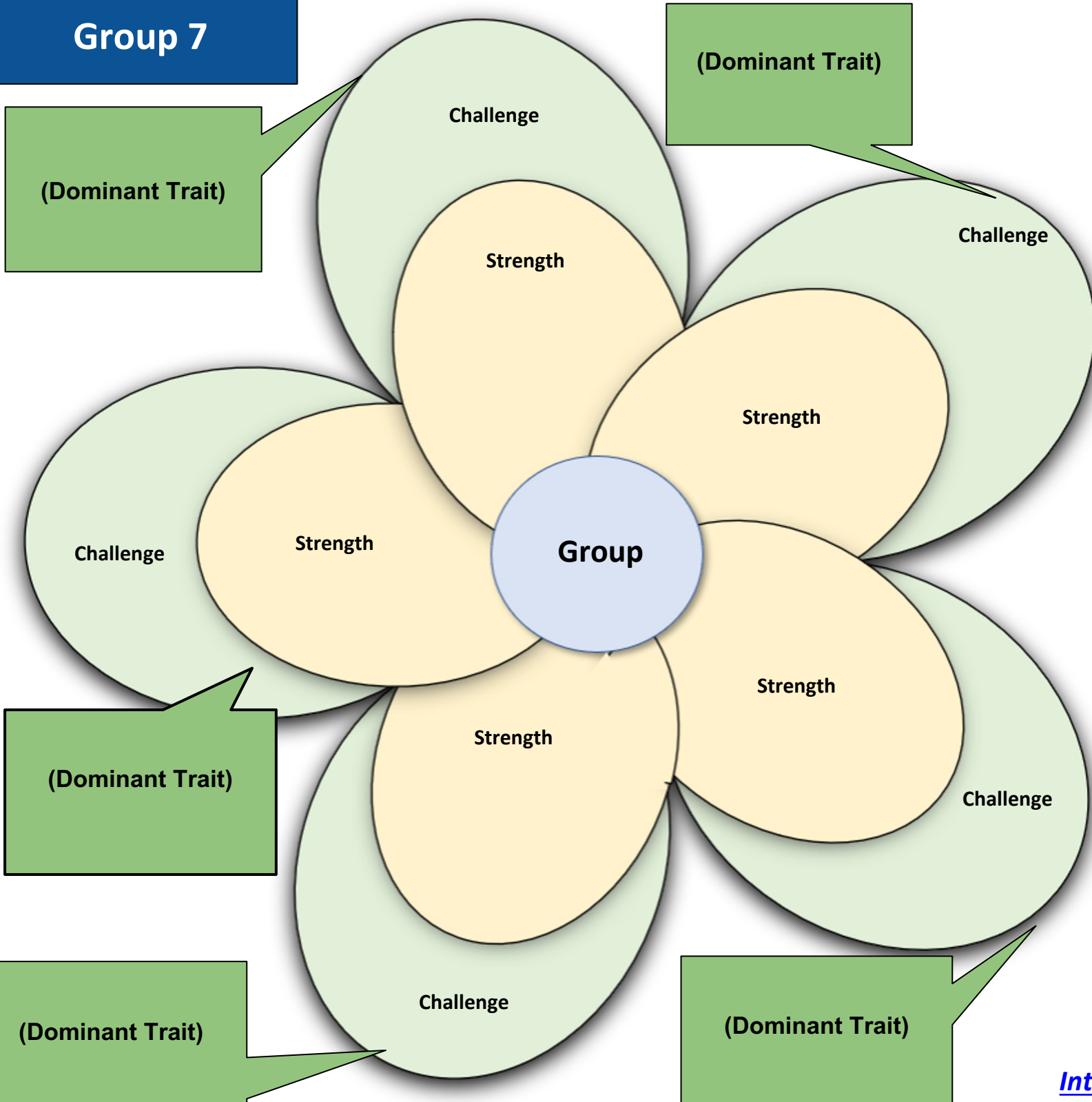
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 7



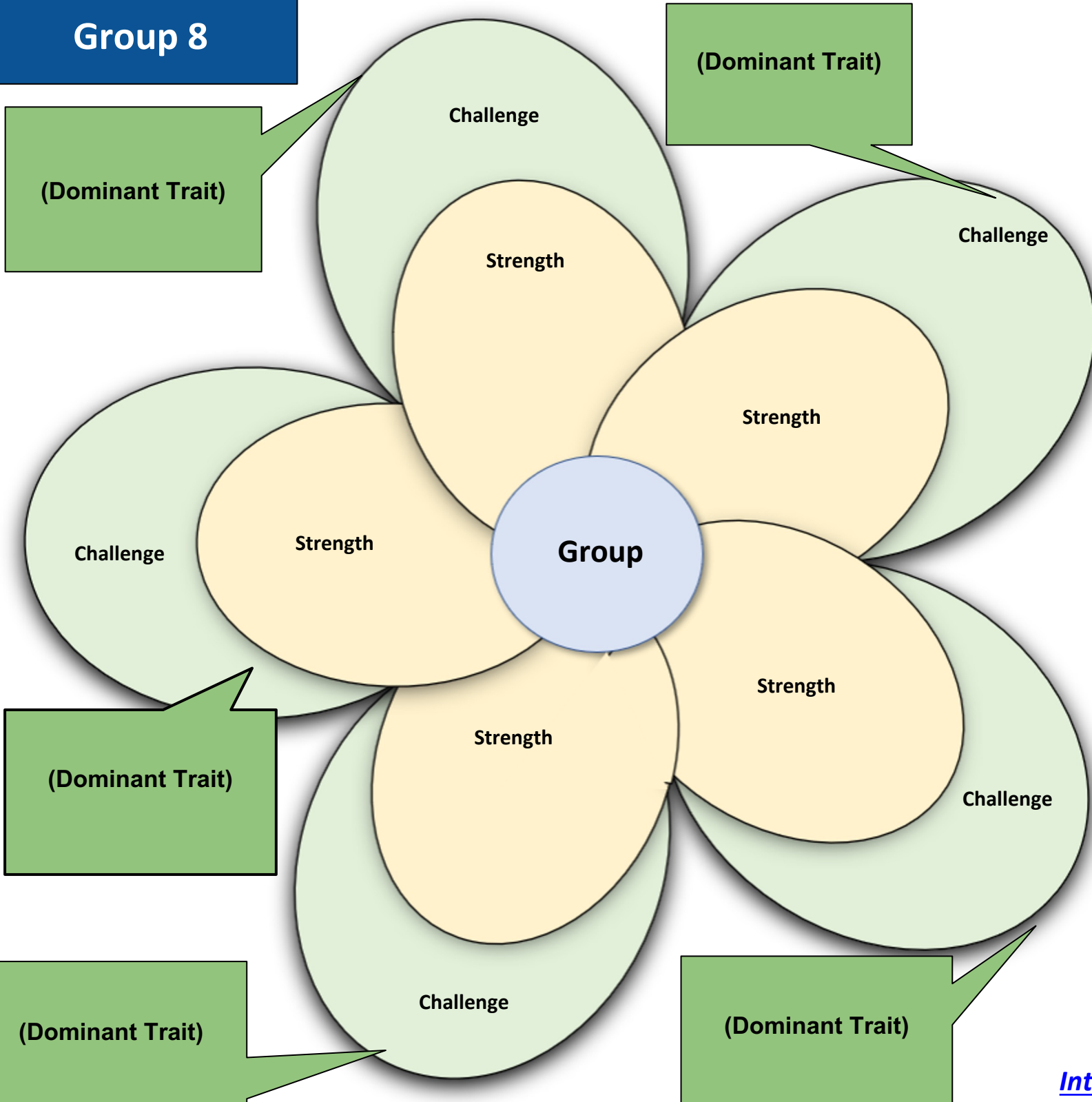
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 8



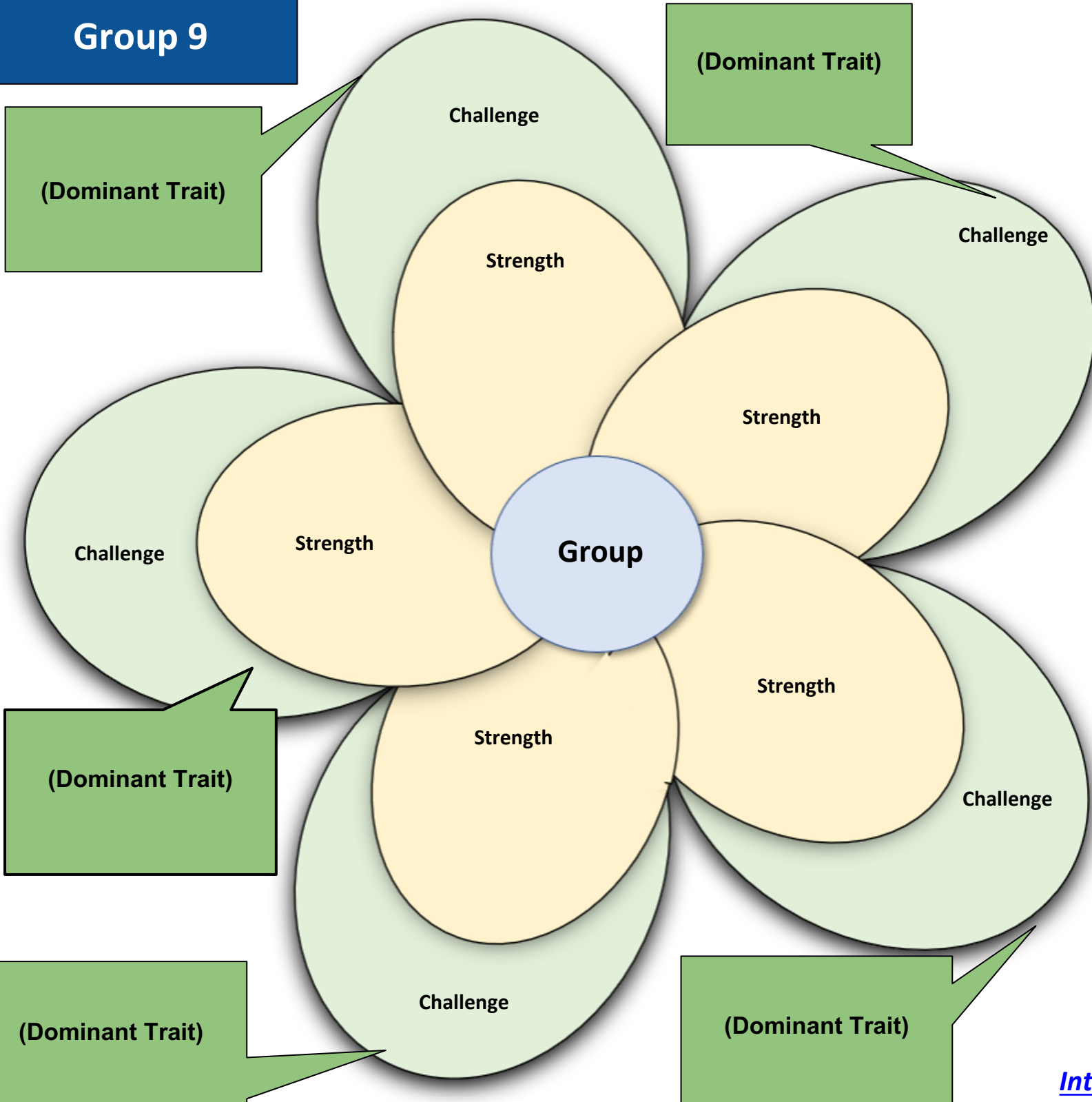
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 9



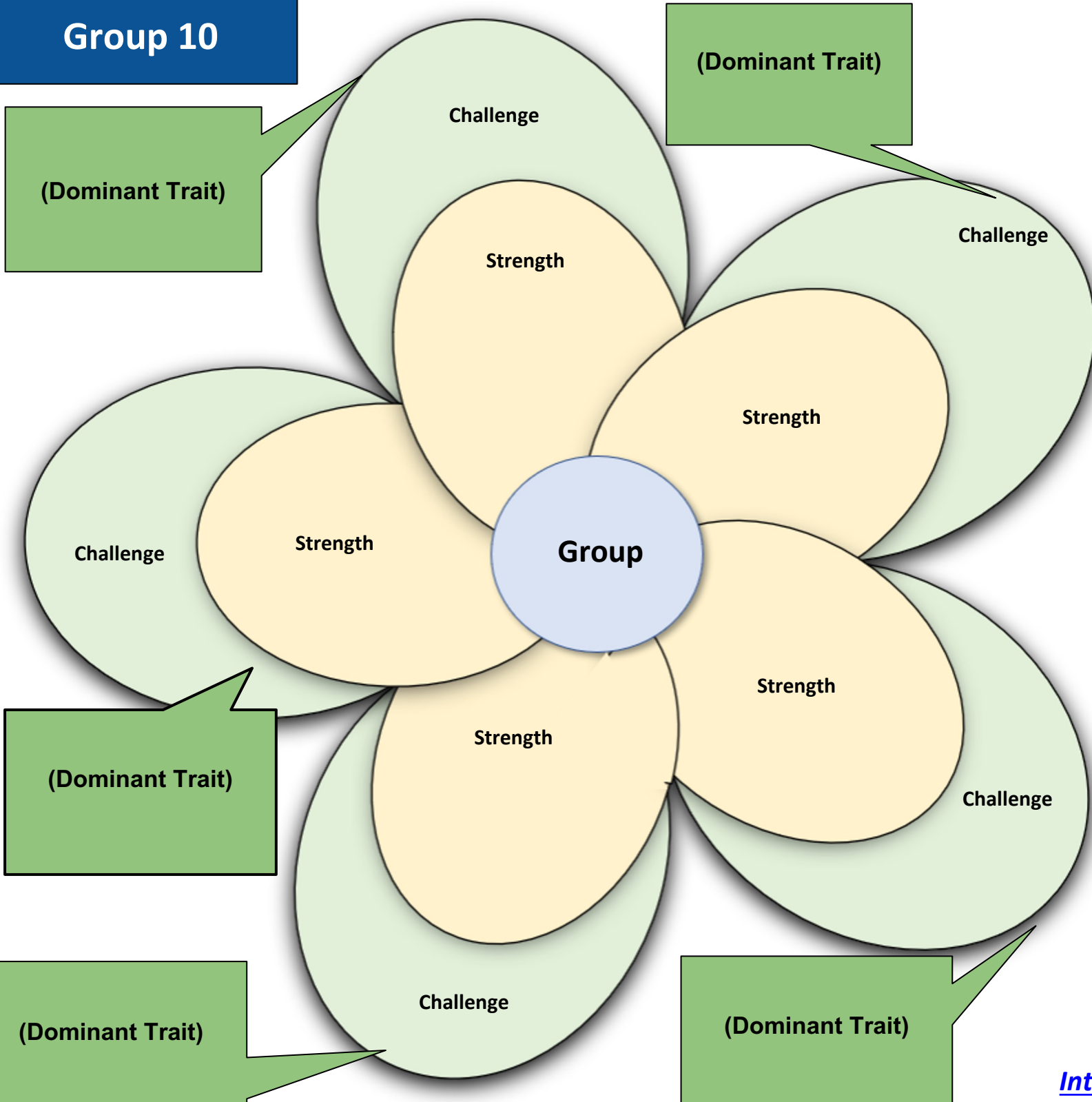
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 10



Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

EQ: How did enslaved people resist and fight back against the system of slavery, and which method was the most effective?

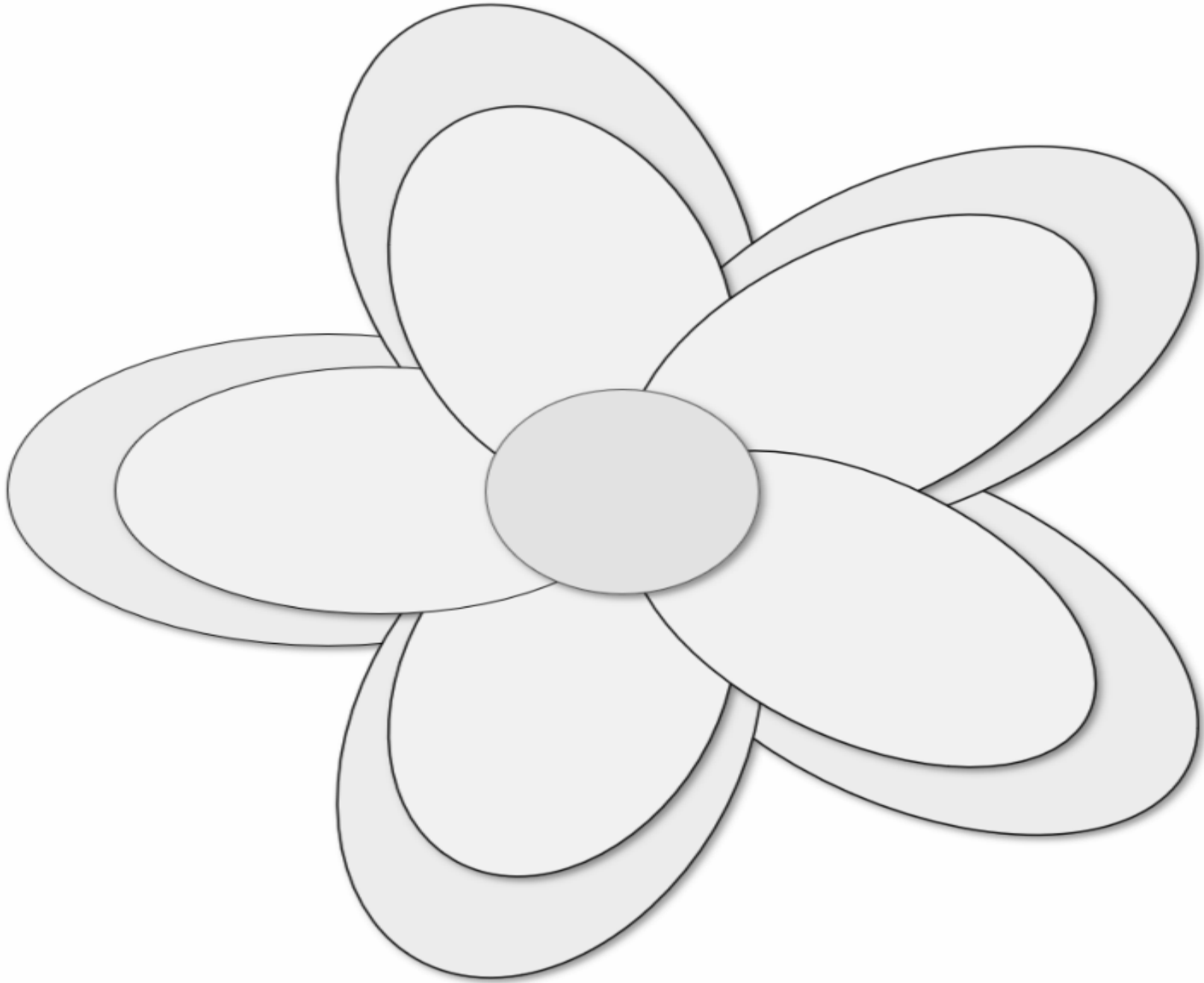
Name_____

Power Flower

Vocabulary:

	Definition	In my own words/symbol
Power		
Privilege		
Intersectionality		

EQ: How did enslaved people resist and fight back against the system of slavery, and which method was the most effective?



EQ: How did enslaved people resist and fight back against the system of slavery, and which method was the most effective?

Reflection:

How many parts of your identity are different from the dominant identity? Which parts of your identity cannot be changed? What does this say about your own privilege?

_____ parts of my identity are different from the dominant identities which suggest that my own power is...

_____ parts of my identity cannot be which could mean that my own privilege is...

What does the power flower activity reveal about us as a society? What are the differences and similarities in relation to the dominant power?

The power flower activity shows that as a society we...

For example _____, which demonstrates...

What does the power flower activity tell us about identity and power?

One thing I learned about the relationship between identity and power or privilege is...

EQ: How did enslaved people resist and fight back against the system of slavery, and which method was the most effective?

--	--

EQ: How did enslaved people resist and fight back against the system of slavery, and which method was the most effective?

Resentice to Slavery

Refers to the various ways enslaved people actively fought against their bondage. There were three main ways enslaved people did this: Open resistance, Covert resistance, and Cultural resistance.

Term	Definition from slide	Examples of resentment
Open Resistance	Open resistance is when enslaved people actively took part in fighting back against their masters. Keep in mind that this is not always physical or violent, but it could be.	<ul style="list-style-type: none">•••
Covert Resistance	Covert resistance is when enslaved people fought back in quiet ways, this was not done in the open but had a negative effect on the plantation.	<ul style="list-style-type: none">•••
Cultural Resistance	This is when enslaved people used their different forms of capital to fight back against the system of slavery. This was done to ensure that their identities stand intact.	<ul style="list-style-type: none">•••

Lisa and the Narrative

Write *while* you listen

I'll pause it so you can catch up

Don't worry about spelling or complete sentences

Beginning: Describe the Public Memory of Jebediah Springfield:

Source	WHILE you watch: what new perspective does this provide?	AFTER you watch: how does this change the narrative of Jebediah Springfield?
Documentary from the beginning		
The Fife (fife in the museum)		
Confessions from Hans Springfield		
Textbook Lisa uses for research		
Hollis Hurlbutt (Head of the Museum)		
The Silver Tongue		



“LISA THE ICONOCLAST”, The Simpsons

ICONOCLAST = Someone who goes against what society considers normal or traditional



Transition to a new Unit - Unit 3:

Abolitionism: The movement to end slavery in America in the 1800s

UNIT QUESTION	ESSENTIAL SKILLS:	END PRODUCT:
What lessons for today can we learn from the different strategies and tactics of the abolitionist movement to help us learn how to create a more just society?	Close Reading of key texts from America's founding Image Analysis of slavery and resistance Compare and Contrast Writing about abolitionists	Students will participate in a Socratic seminar about the topic: To achieve abolitionism's goals, which approach was more successful and justified; working within the system legally and nonviolently, or fighting against the system including illegal and violent acts?

[Video link - The Abolitionist Movement](#)

Use the statements above, plus the video, to answer on the 2nd page of your handout

1a: What do you already know about this topic?

1b: What are you curious to learn about?

Independent writing on handout

Responding to the claim: “Racism is a problem in America” -

2 pieces of evidence this is true.

Reasons why this evidence proves it true,

Fill in the box with:

- I. **Two pieces of evidence:** optional evidence you could use in your left box:

police shooting unarmed African-Americans, Higher percentage of African Americans in the prison population, wealth-gap based on race, housing discrimination/segregation, Muslim ban, separating families at the border, different life expectancies based on neighborhood/race, higher stress levels among certain races causing worse health, more heart disease, more infant mortality

- I. **For each piece of evidence: Use reasoning in right box:**
“this shows that...” “this proves that ...”

Word Bank:

Racism:

unfairness based on treating people different by race

Inequality:

when some people have less rights and less power and wealth than others

Stereotypes:

judging people, making assumptions based on how they look,

Discrimination:

favoring one race over another

Discussing Racism as a problem in America

Partner A (closest to window): what is one example of racism being a problem? And why does this example show it?

Partner B (closest to door): Agree or disagree on if that example shows racism as a problem, and then add in your own

Partner A (closest to window): Respond with how you think this has to do with at least 1 vocab term.

Partner B (closest to door): Add on with your own idea of how this has to do with at least 1 more vocab term.

Together discuss and be prepared to share:

What best explains why racism is a problem in America

Question we will be analyzing:

**Big Question: Did America start out as racist?
What different directions could we have taken?**

By the end of next class, you'll write about this question in your exit ticket.

But what is true is:

By the 1700s - when the United States had a revolution, declaring independence in the name of freedom and all men are created equally,, racism was firmly entrenched in America. Black people were seen as automatically being slaves - the lowest caste in society;, and anyone in the bottom caste as automatically black.

So we'll spend the rest of this class and next class figuring out:

How did this happen?

Picture Analysis

these images are disturbing

Using the chart on today's worksheet, fill in the boxes which help you answer the questions:

- I. What do you *see*?
- II. What does this *tell* you about the *causes/consequences* of slavery?

Things to consider: what relationships is established, who benefits, how do they benefit, and so on

Heads Up

We are going to look at and analyze image from the time of slavery. Some of these might be hard to look at. If you have any questions please come talk to me.



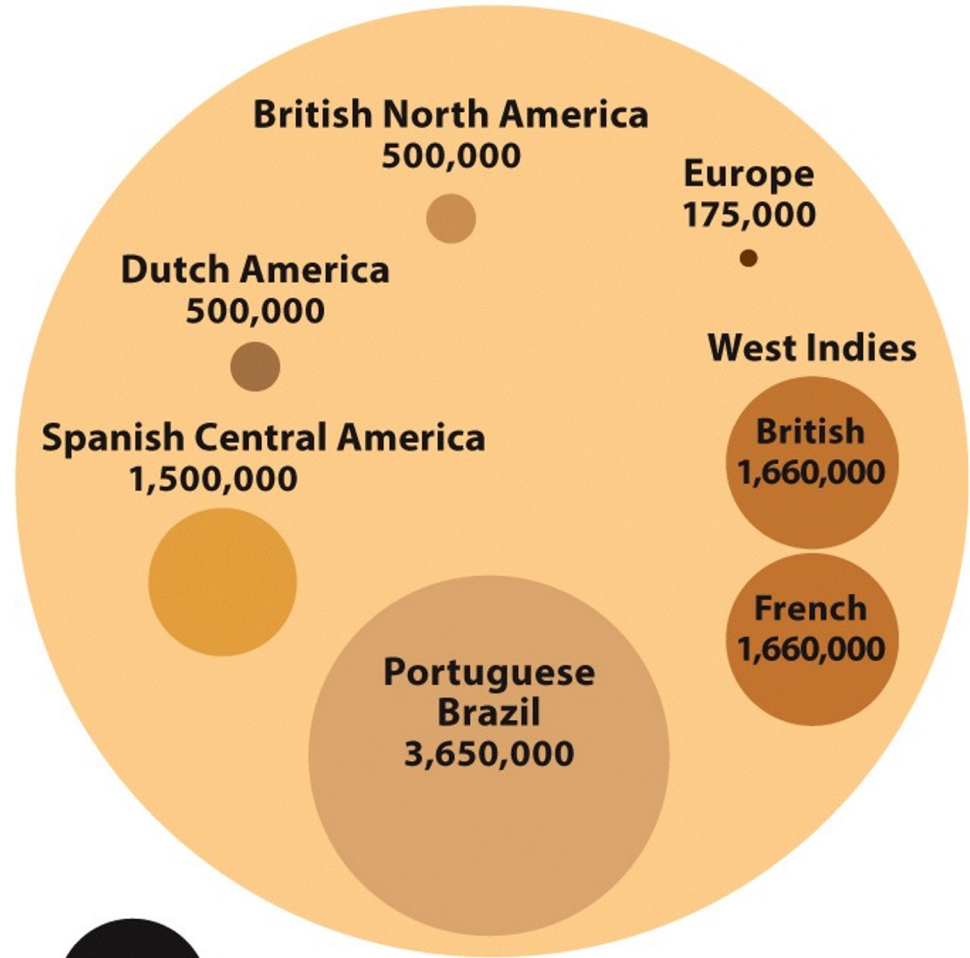
What do I see here?

3 white men in fancy clothing, lounging, smoking tobacco and 3 black people bent over in the sun picking tobacco

What does this tell me?

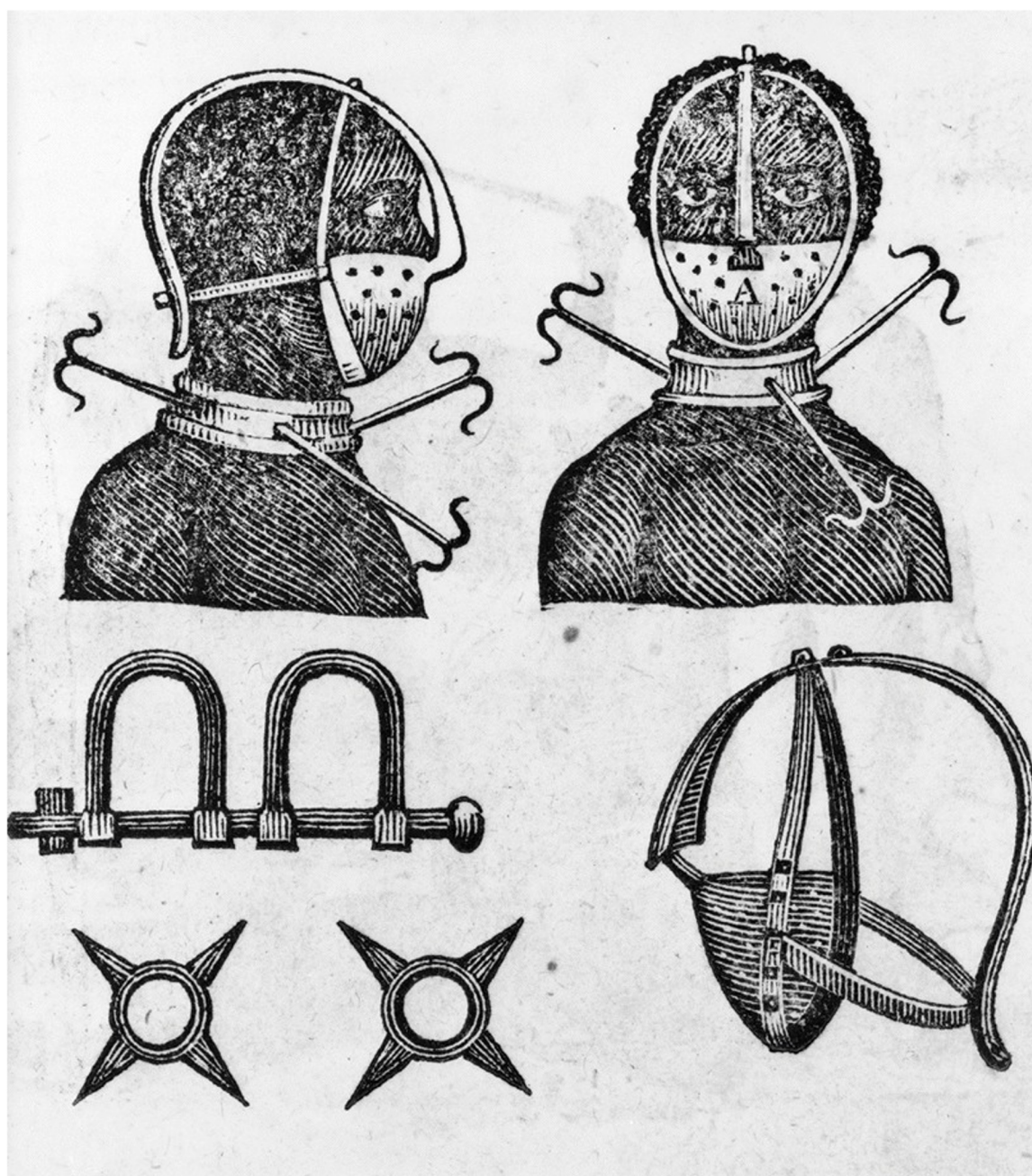
Black people worked and white men enjoyed the product, and whites (who created the label) weren't shy/didn't feel bad about advertising this

**Number of Africans arriving
alive in the Americas and Europe**
9,645,000



Approx. 14% died on slave ships

FIGURE 3.1 The Transit of Africans to the Americas
Chapter 3, *America's History*, Eighth Edition and *America: A Concise History*, Sixth Edition
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Mechanisms used to control slaves, from Thomas Branagan, *The Penitential Tyrant; or, slave trader reformed*, 1807

Library of Congress

Chapter 3, *America's History*, Eighth Edition and *America: A Concise History*, Sixth Edition

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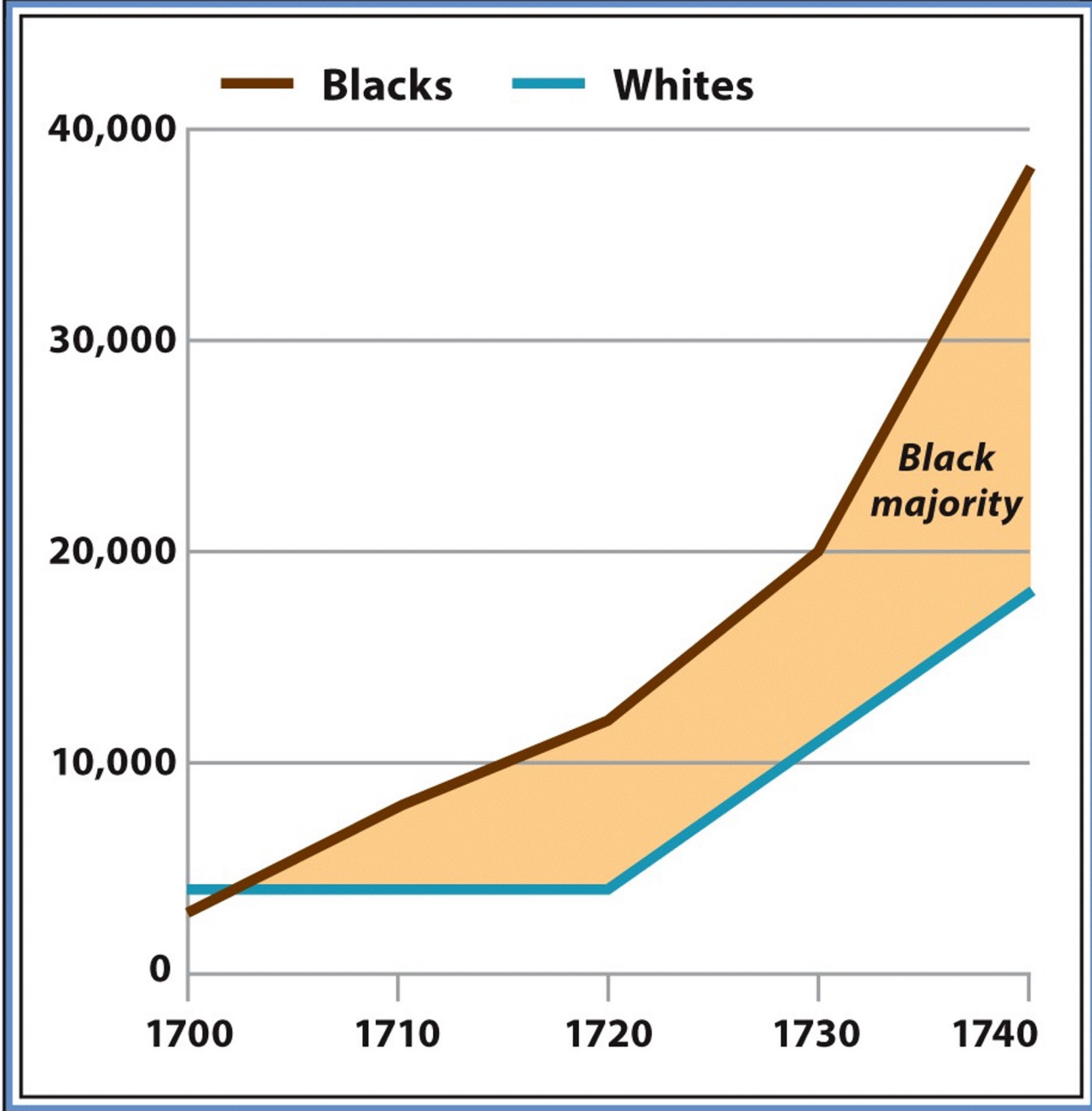


FIGURE 3.2 A Black Majority Emerges in South Carolina, 1700–1740
Chapter 3, *America's History*, Eighth Edition and *America: A Concise History*, Sixth Edition
Copyright © 2014 by Bedford/St. Martin's



Virginian Luxuries, c. 1810
Abby Aldrich Rockefeller Folk Art Museum, Williamsburg, VA
Chapter 3, *America's History*, Eighth Edition and *America: A Concise History*, Sixth Edition
Copyright © 2014 by Bedford/St. Martin's

Partner A and Partner B share

Partner A: why did Americans enslave Africans? What image best shows the cause?

Americans enslaved Africans because...

One document that shows this cause is...

Partner B:

What were the consequences of enslaving Africans?

The effects were ...

One document that shows the effects is...

**You only need
your notes
from last
class**

Instruction

We will read the first page (p. 30) together as a class. You will mark the text and write in the margins as we go along.

Secret envelope:

You will be put into group, each member will read their section of the text and fill out their notes. Once everyone has read their section you teach the rest of your group.

Looking at the first side of the text and this map

Number 4 on your handout:
Look at the difference in the
immigrants to, and economies
of, Virginia and Massachusetts

Read the sentences at the top of
your page and fill in the blanks

Who migrated to Virginia?

What work did they do?



Indentured Servitude

People signed a contract to work for a set number of years in return for getting food, shelter, clothing, and free passage to the colonies

However most employers/masters found ways to extend the contractual obligations, and treated the servants terribly (they were de facto slaves before slaves were used in the colonies)

Answer
question
2a, 2b, and
2c using
this graph

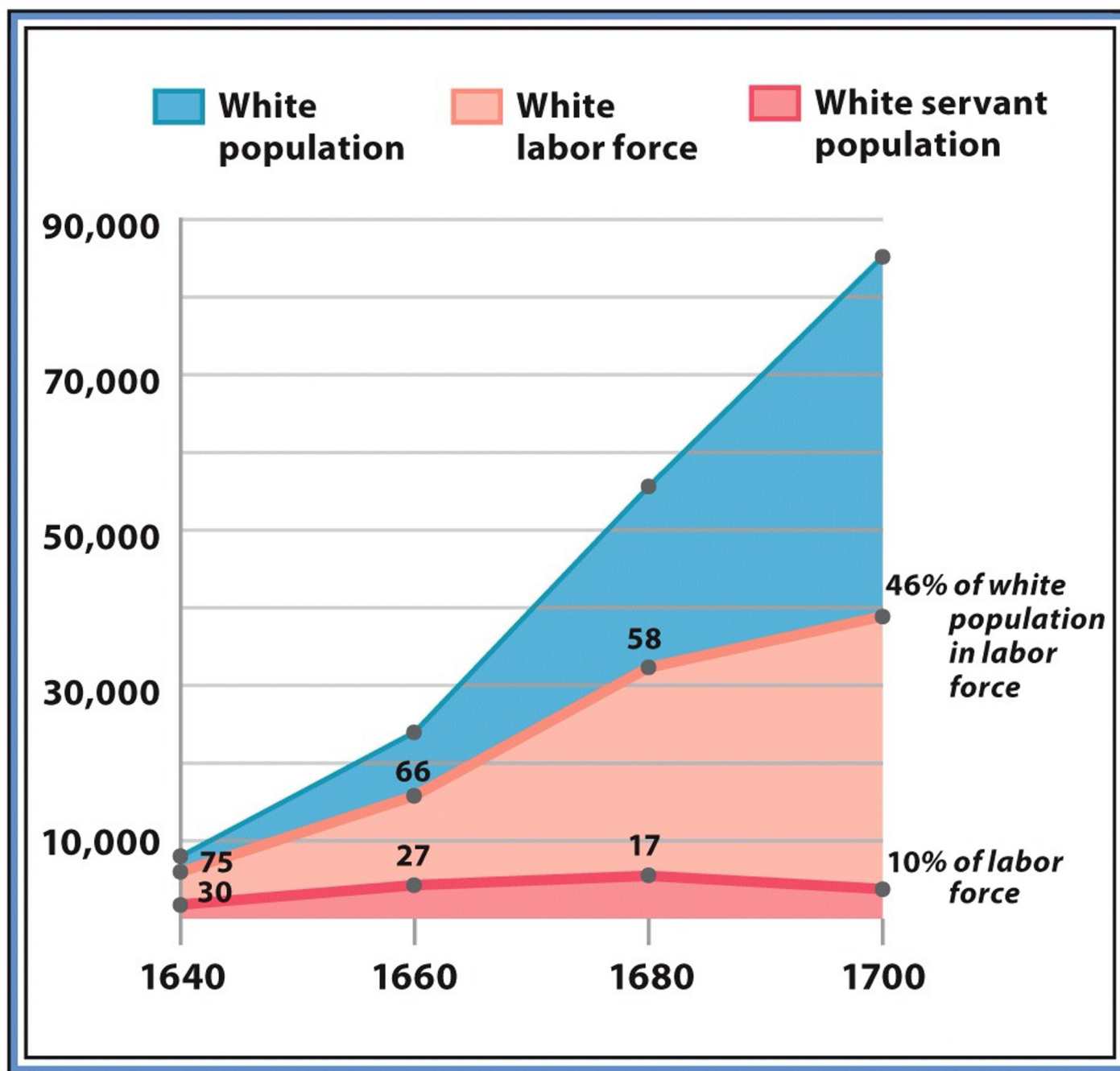


Figure 2.2 Chesapeake Whites: Workers, Dependents, and Indentured Servants, 1640–1700
Chapter 2, *America's History*, Eighth Edition and *America: A Concise History*, Sixth Edition
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Colonial Population Change - VLO

On page 31, there is a small chart showing three pie charts in the bottom right hand corner

Using the graph key, explain what is happening to the colonial population between 1600 and 1800.

Things to think about: Is one group of people getting bigger? Is one group of people getting smaller?

Shift in Virginia's Population

We will read pg. 31 together to answer questions **4 through 9**

I. Have your envelopes ready to **page 31**

II. Be ready to be cold called for the answer

Exit Ticket - get checked off and put away paper in binder when done

Sentence stems to answer the questions:

10. Slavery was rooted in racism because...

Racism was used to justify slavery because...

Racism helped support slavery by...

11. These laws were important because...

These laws were needed because...

It was important that children born by slaves were also slaves because...

Next slides are for Wed Oct 9

Save the Last Word for Me



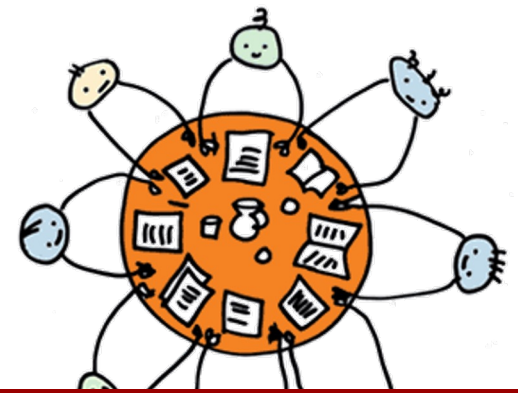
By YOURSELF

Make sure you have written down your top 3 quotes from the podcast. The ones you felt were most important. Check over the transcript. You'll have time for the summary later

—

Save the Last Word for Me

With THREE partners - team of 4



1. One person selects a quote and reads it aloud to the group, but does not provide any commentary or explanation yet.
2. Everyone in the group takes turns responding to the quote with a statement or question
 - a. *What comes to mind when you read it is...*
 - b. *That quote made me think...*
 - c. *Does this quote mean...?*
3. The original speaker elaborates and explains their choice.
 - a. *I actually chose this quote because it ____*
 - b. *This is a similar reason to what ___ said because ____*
 - c. *Based on what ___ said, I'm actually wondering if it means ...*
4. Repeat until everyone has shared.

Philosophical chairs: Deinfluencers are important and worthy of studying by students and the media

Agree: left side Disagree: Right side



- Address each other by first names. Summarize the point you are responding too:
 - ◆ “ I want to add on to the idea that..”
 - ◆ “ I understand what you are saying, however, ...”
 - ◆ “To clarify, you stated... and I (agree / disagree) because...”
- Think before you speak. Organize your thoughts.
- Give verbal clues to your listeners (“I have three points.”)
- Address the ideas, not the person.
- Listen when others are speaking—don’t interrupt.
- Move if your view changes based on the arguments you hear.

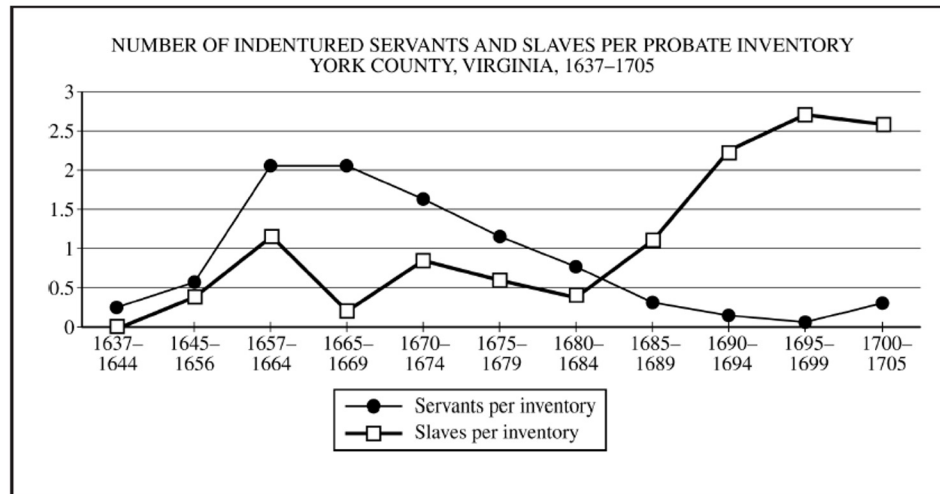
Document 1

Source: Evaluation of the estate of James Stone, measured in pounds of tobacco, York County, Virginia, probate court records, 1648.

Thomas Groves, 4 years to serve—1300 lb tobo [pounds of tobacco]
Francis Bomley for 6 years—1500 lb tobo
John Thackstone for 3 years—1300 lb tobo
Susan Davis for 3 years—1000 lb tobo
Emaniell, a Negro man—2000 lb tobo
Roger Stone 3 years—1300 lb tobo
Mingo, a Negro man—2000 lb tobo

- 1) What is the race and status of the men whose race is not listed (for example, Thomas Groves)?**
- 2) Are the Negro men worth more, less, or the same as the men whose race is not listed?**
- 3) What is the best explanation for your answer in #2? Why do you think that is?**

Document 2



- 1) During which years were there more servants than slaves?
- 2) When did Virginia significantly increase its slaves compared to its servants?
- 3) From what you read last night, why do you think this change happened?

Document 3

Source: Captain Francis Pott, Court Records of Northampton County, Virginia, 1645–1651.

I, Capt. Francis Pott, have taken to service two daughters of my Negro, Emanuell Dregis. The one whose name is Elizabeth is to serve thirteen years which will be complete and ended in the first part of March, 1658. And the other child whose name is Jane Dregis (being about one year old) is to serve the said Capt. Pott until she arrive to the age of thirty years old.

And I, the said Francis Pott, do promise to give them sufficient meat, drink, apparel and lodging and to use my best endeavor to bring them up in the fear of God and in the knowledge of our Savior Christ Jesus.

Comprehension Questions (*on your handout*):

- 1) What race are Elizabeth Dregis and Jane Dregis?
- 2) Are they slaves for life? How do you know?
- 3) In your own words, how does Pott promise to treat Elizabeth and Jane?

Annotate for this question, then write an answer: How is this treatment similar or different to the treatment of black people in the images we saw earlier, such as “Virginia Luxuries”?

Document 4

Source: Virginia General Assembly, 1667.

Whereas some doubts have risen whether children that are slaves by birth, and by the charity and piety of their owners made partakers of the blessed sacrament of baptism, should by virtue of their baptism be made free, it is enacted and declared by this Grand Assembly that the conferring of baptism does not alter the condition of the person as to his bondage or freedom; that masters, freed from this doubt may more carefully endeavor the propagation of Christianity by permitting children, though slaves, to be admitted to that sacrament.

Comprehension questions:

- 1) Who wrote this document - why is that relevant?
- 2) Which children are being discussed in this law?
- 3) What is being doubted?
- 4) How does that relate to Document 3?
- 5) According to this law, what is the consequence for a slave of being baptized?
- 6) According to the Assembly, what will this law influence masters to do more?
- 7) According to the Assembly, is it acceptable to enslave fellow Christians?

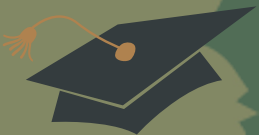
Annotate for this question, then write an answer: “Is the state of Virginia encouraging or discouraging the institution of slavery?”

College Minute # 7: My Major

1. What was your major in college? Did you have a minor?
2. How and when did you pick your major?
3. Did your major change while you were in college?
4. Do you wish you had majored in something else/what else would you have wanted to study?



Don't forget, students: If you wear a COLLEGE SHIRT on Thursdays, go by the student store OR Ms. B's room (39) OR the College and Career Center to be entered in a drawing. At the end of the grading period, you could win a gift card if your name is pulled!



Reading Between the Lines - VL0

On your paper, respond to the questions:

- I. Why do you think this law needed to be passed?
- II. Did everyone agree that Christianized Africans should remain slaves for life?
- III. Based on the documents, where was their disagreement among whites about racism and slavery?

These answers will not be explicitly mentioned in the text so think beyond the text using what we've discussed, and your own knowledge

Exit Ticket - VL0

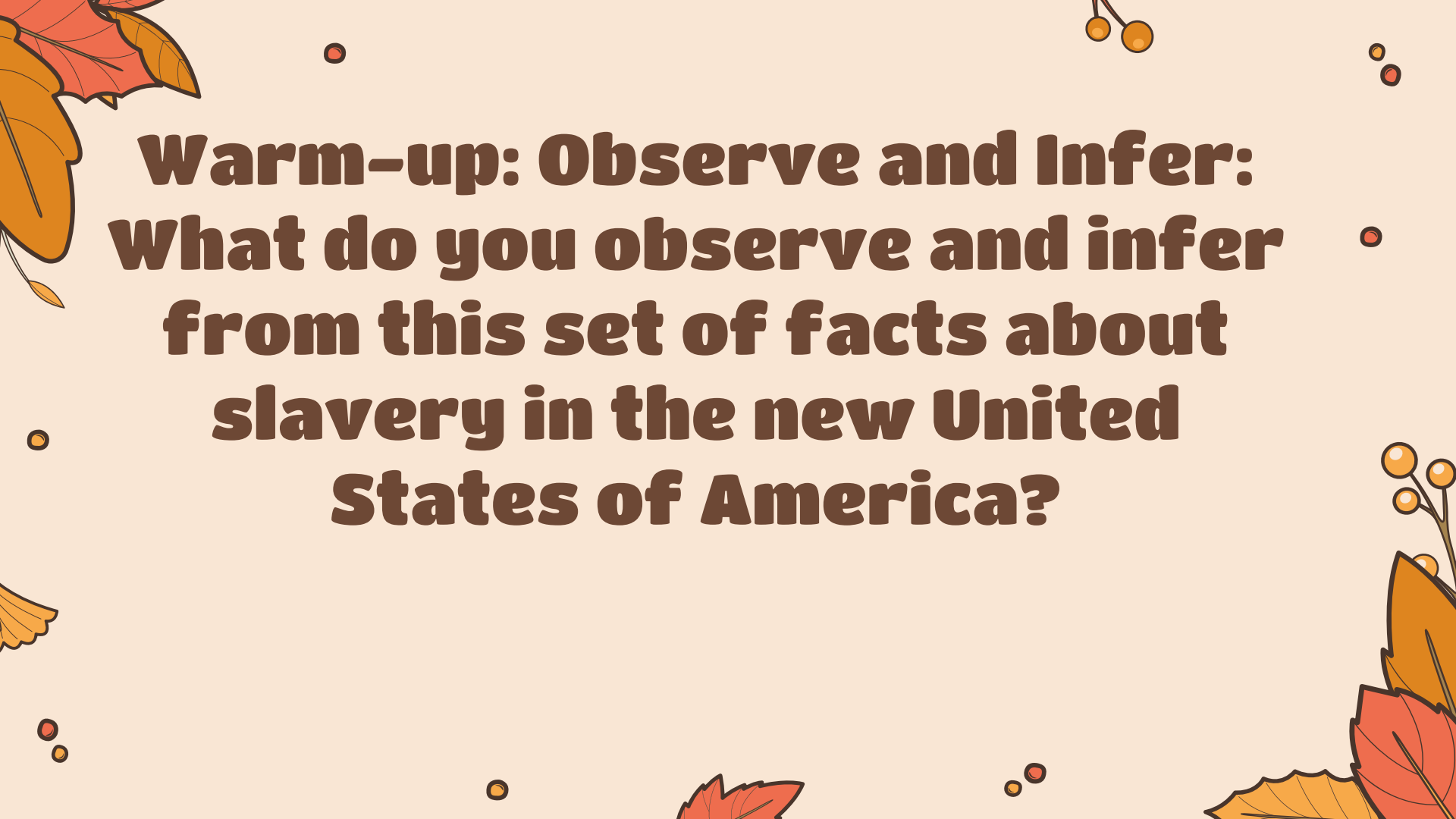
On the bottom of your paper, answer the question using what we discussed in class:

Based on the documents, did America start out as racist? What different directions could we have taken?

The background is a light beige color decorated with various autumn-themed illustrations. There are several leaves in shades of orange, yellow, and red scattered throughout. A small branch with three yellow berries is at the top center. A red mushroom with white spots and a green stem is on the right side. In the bottom left, there's a small white figure with a red hat and a white beard, possibly a gnome or a small animal, partially obscured by leaves. The overall style is simple and cartoonish.

Welcome back Folks

**Please pick
up the notes**

The image features a decorative border with autumn-themed elements. On the left side, there are large, stylized leaves in shades of orange, red, and yellow. On the right side, there are smaller leaves and clusters of berries in orange and red. Scattered throughout the background are small, solid-colored circles in orange and red, resembling berries or seeds.

**Warm-up: Observe and Infer:
What do you observe and infer
from this set of facts about
slavery in the new United
States of America?**

Fact #1

In 1776, The United States began with the Declaration of Independence, which says “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”



Fact #2

The author of the Declaration of Independence, Thomas Jefferson, himself was a Virginia slave owner.










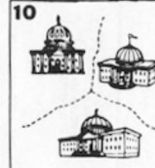
Thomas Jefferson enslaved over 600 people during his lifetime. He only formally freed two enslaved people during his lifetime, in 1793 and 1794.



Fact #3

The first 10 Amendments to the U.S. Constitution were passed in 1791, providing a Bill of Rights.

THE BILL OF RIGHTS
The First Ten Amendments to the U.S. Constitution

<p>1</p>  <p>FREEDOM OF SPEECH, RELIGION, PRESS, ASSEMBLY, AND PETITION</p>	<p>2</p>  <p>RIGHT TO BEAR ARMS</p>	<p>3</p>  <p>QUARTERING OF SOLDIERS</p>	<p>4</p>  <p>ARRESTS AND SEARCHES</p>	<p>5</p>  <p>RIGHTS OF PERSONS ACCUSED OF CRIMES</p>
<p>6</p>  <p>RIGHTS OF PERSONS ON TRIAL FOR CRIMES</p>	<p>7</p>  <p>JURY TRIALS IN CIVIL CASES</p>	<p>8</p>  <p>LIMITATIONS ON BAIL AND PUNISHMENTS</p>	<p>9</p>  <p>RIGHTS KEPT BY THE PEOPLE</p>	<p>10</p>  <p>POWERS KEPT BY THE STATES OR THE PEOPLE</p>

Transparency Master (#5) for Feb. 1, 1971 Young Children. Questions and more information on page 1 of Teacher's Edition. ©Teacher's Edition • February 1, 1971

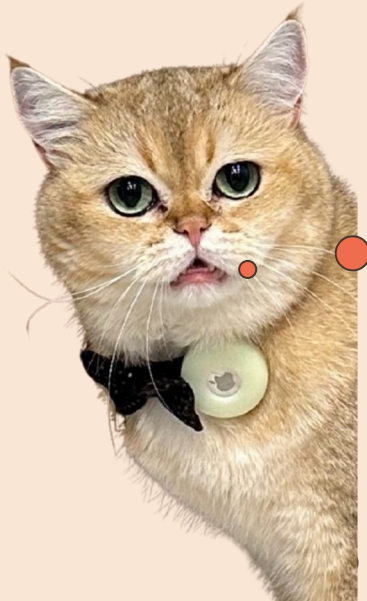
Fact #4

The Thirteenth Amendment to the U.S. Constitution, from **1865**, declared “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”



Fact #5

The National Institute of Health estimated that of the 10 million enslaved people who lived in the United States before it was banned, 8 million lived between **1790 and 1865.**



The first enslaved persons arrive in 1619, and slavery ends in 1865 with the end of the civil war

Part 2: Video

¿Cómo se vieron afectados los esclavos por el inicio de la guerra?

Как начало войны повлияло на порабощенных людей?

كيف تأثر العبيد ببداية الحرب؟
لماذا اختار بعض المستعبدين

¿Por qué algunos esclavos eligieron luchar para los británicos?

Почему некоторые порабощенные люди решили сражаться на стороне британцев?

القتال من أجل البريطانيين؟

¿Por qué algunos eligieron luchar por los patriotas americanos?

Почему некоторые решили сражаться на стороне американских патриотов?

لماذا اختار البعض القتال من أجل
الوطنيين الأمريكيين؟

¿Cómo afectó el resultado de la guerra al pueblo esclavizado?

Как результат войны отразился на порабощенном народе?

كيف أثرت نتيجة الحرب على
العبيد؟

How were enslaved people affected by the start of war?

Why did some enslaved people choose to fight for the British?


Why did some choose to fight for the American Patriots?

How did the result of the war affect the enslaved people?





3: The U.S. Constitution

- a) What was the purpose of the Constitutional Convention?
 - b) What was the “issue” over slavery - p. 14?
 - c) According to the 2nd [video](#) , how did the Founding Fathers who wrote the Constitution view slavery?
 - d) According to the text p. 14 and [3rd video](#), what was the **compromise** on slavery in the Constitution?
 - e) From what you know about **abolitionists**, how do you think they felt about the Constitution’s compromise over slavery? What do you predict they wanted to do with the Constitution?
- 

a) ¿Cuál fue el propósito de la Convención Constitucional?

а) Какова была цель Конституционного собрания?

أ (ما هو الغرض من المؤتمر الدستوري؟

b) ¿Cuál fue el "problema" sobre la esclavitud - p. 14?

б) В чем заключался «вопрос» о рабстве – с. 14?

ب (ما هي "مسألة" العبودية - ص 14.؟

c) Según el segundo video, ¿cómo veían la esclavitud los Padres Fundadores que escribieron la Constitución?

в) Согласно 2-му видео, как отцы-основатели, написавшие Конституцию, относились к рабству?

ج (بحسب الفيديو الثاني، كيف نظر الآباء المؤسسون الذين كتبوا الدستور إلى العبودية؟

d) Según el texto p. 14 y 3er video, ¿cuál fue el compromiso sobre la esclavitud en la Constitución?


г) По тексту стр. 14 и 3-е видео, какой компромисс по рабству был в Конституции?

د (حسب النص ص 14 و 3 ما هو التنازل

e) Por lo que sabe sobre los abolicionistas, ¿cómo cree que se sintieron acerca del compromiso de la Constitución sobre la esclavitud? ¿Qué cree que querían hacer con la Constitución?

д) Судя по тому, что вы знаете об аболиционистах, как вы думаете, как они относились к конституционному компромиссу в отношении рабства? Что, по вашему мнению, они хотели сделать с Конституцией?

هـ (مما تعرفه عن دعاء إلغاء عقوبة الإعدام، كيف تعتقد أنهم شعروا تجاه تسوية الدستور بشأن العبودية؟ ماذا تتوقع أنهم يريدون أن يفعلوا بالدستور؟



Do you know what actually happened to lead to that 13th Amendment banning slavery in 1865?


¿Sabes qué sucedió realmente para que se aprobara la 13ª Enmienda que prohibía la esclavitud en 1865?


Чи знаєте ви, що насправді призвело до 13-ї поправки про заборону рабства в 1865 році?

هل تعرف ما الذي حدث بالفعل ليؤدي إلى التعديل الثالث عشر الذي يحظر العبودية في عام 1865؟

Naha anjeun terang naon anu saleresna kajantenan nyababkeun amandemen ka-13 anu ngalarang perbudakan di 1865?

Savez-vous ce qui s'est réellement passé pour conduire à ce 13ème amendement interdisant l'esclavage en 1865 ?



The background is a light cream color decorated with various autumn-themed illustrations. At the top, there are several leaves in shades of orange and red, along with a small branch of berries. On the right side, there is a large red mushroom with white spots and a green stem. At the bottom, there are more leaves and small berries scattered across the space.

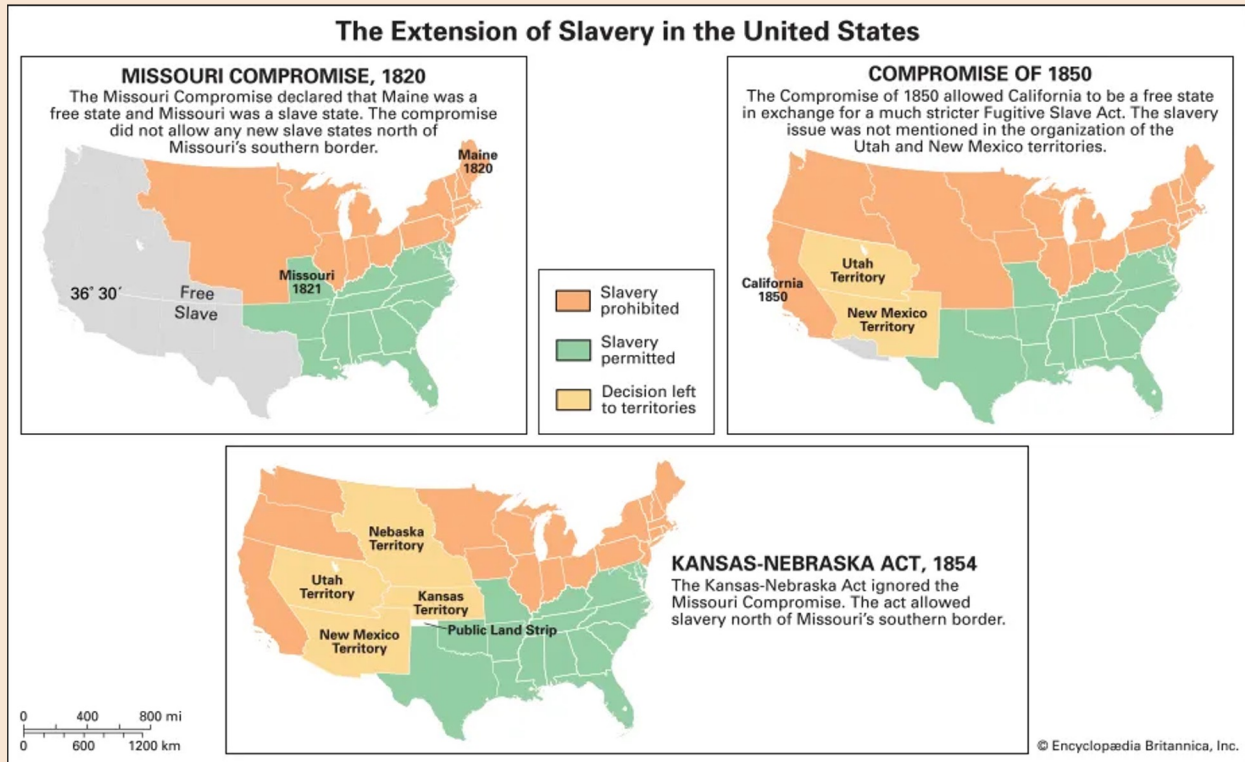
Timeline wrap up
Please have your
computer's out

Thursday/Friday Warm-up

Partner A: How did Americans avoid having a civil war between north and south in 1820?

Partner B: Do you agree/disagree? And then add: in 1850 and 1854, what is happening to the areas to the west - are they free, slave, or something else?

Both partners: Why does the 1854 map predict a conflict - which region of America will cause that conflict? Why?



College Minute # 7: My Major

1. What was your major in college? Did you have a minor?
2. How and when did you pick your major?
3. Did your major change while you were in college?
4. Do you wish you had majored in something else/what else would you have wanted to study?



Don't forget, students: If you wear a COLLEGE SHIRT on Thursdays, go by the student store OR Ms. B's room (39) OR the College and Career Center to be entered in a drawing. At the end of the grading period, you could win a gift card if your name is pulled!



Sharing Vocab terms

Main point: you are sharing your **right most box**: how does your term help answer the essential question:

Why did slavery continue to expand in the U.S. and how did that expansion cause a conflict between the North and South?

So on your digital timeline, you only need to write the right-most box for the 12 words you did not do. **You need to use these terms on your graded writing later, so you want to understand the terms' meaning!**

We will share by getting together in teams where you have a person who did 2-5, a person who did 6-9, a person who did 10-13, and a person who did 14-17.

We're going to walk to the quad and sit in tables with those teams. You should be speaking, listening, and writing down notes in your right boxes.




Graded Exit Ticket – Canvas



Directions are on the back of today's handout.:


Answer the EQ: Why did slavery continue to expand in the U.S. and how did that expansion cause a conflict between the North and South?, Write your answer clearly and correctly using as many of these terms as you can (bold the terms as you write).



C(passing): Answers the EQ in own words, uses at least **4** terms correctly;

B (proficient): Clearly answers the EQ in own words, uses at least **6** terms correctly;

A (advanced): Clearly and insightfully answers the EQ in own words, uses at least **8** terms correctly



You can see the optional sentence frames on your paper

By end of class, turn this in, and also turn in your vocab term sheet



EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Source #5

3.2.6 FOLLOW THE DRINKING GOURD (SOURCE #5)

HISTORICAL BACKGROUND



The song was originally published in 1928. The author, H.B. Parks, claimed that an Underground Railroad operative, known as Peg Leg Joe, moved from plantation to plantation just north of the Mobile, Alabama area working as a journeyman laborer. This work was a front for Joe's true task: teaching slaves the Drinking Gourd song and marking an escape route.

LYRICS

Verse 1 When the sun comes back And the first quail calls Follow the drinking gourd The old man is awaiting for to carry you to freedom	
Chorus Follow the drinking gourd, Follow the drinking gourd, For the old man is awaiting for to carry you to freedom If you follow the drinking gourd.	
Verse 2 The river bank will make a mighty good road The dead trees show the way Left foot, peg foot, traveling on Follow the drinking gourd	

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Source #5

<p>Chorus Follow the drinking gourd, Follow the drinking gourd, For the old man is awaiting for to carry you to freedom If you follow the drinking gourd.</p>	
<p>Verse 3 The river ends between two hills, Follow the drinking gourd There's another river on the other side Follow the drinking gourd</p>	
<p>Chorus Follow the drinking gourd, Follow the drinking gourd, For the old man is awaiting for to carry you to freedom If you follow the drinking gourd.</p>	
<p>Verse 4 Where the great big river meets the little river Follow the drinking gourd The old man is waiting for to carry you to freedom If you follow the drinking gourd.</p>	

ASTRONOMY INFORMATION

--

EXIT TICKET:

How does the song help people get to freedom, how does this show resistance to slavery?

Monday November 18: Ethnic Studies U.S. History

**Goal: To compare the identities,
worldviews, and goals of
different abolitionists.**

**Take the handout, begin working
on the Warm-up**

Phone/headphone away.

**There will be time later in class
to finish your John Brown
answer if not done.**

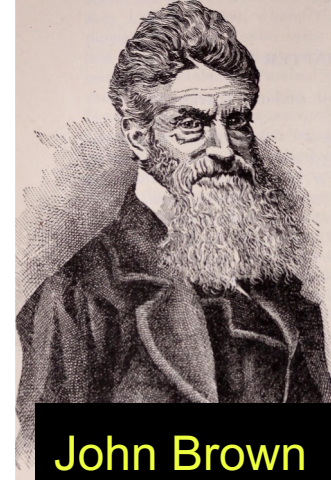
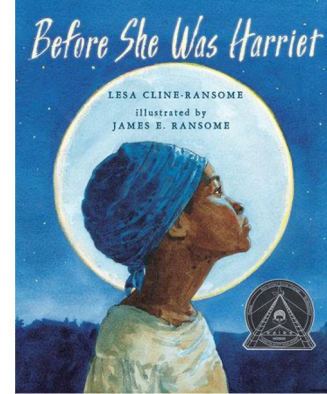


Warm-up: Comparing abolitionists based on what we've learned: share and compare ideas with partners!

From what we've learned the past 3 weeks, compare and contrast what you know about [Harriet Tubman](#), [Frederick Douglass](#), and [John Brown](#).

Use these videos, your recent handouts and you may want to research online using your chromebook

- What they are famous for today
- Identity characteristics (what would be salient, noticeable about them in 1850s America)
- Worldview (what do they care most about, what are their values and goals in life)
- When faced with slavery and the Fugitive Slave Act in the 1850s, this person's response was...
- A famous quote and why it shows what they stood for (can find in handouts or online)



John Brown

Word Bank:

Identity

How someone is looked at, what stands out (is salient) about someone in their time and place

Worldview

What matters most to someone, their values, their goals

Abolitionist:

An American committed, dedicated to ending slavery and freeing enslaved people immediately,

Immortal:

To have fame that lasts long after someone dies

Comparing abolitionists

Partner B (closest to door): The similarities in the **identities** of the abolitionists were ____, and the differences were ____

Partner A (closest to window): I (agree/disagree) because; and to add on, the similarities in their **worldview** were ____ and the differences were ____

Together discuss and be prepared to share: What did each abolitionist do that helped make them “immortal”?

John Brown Reading and Questions

- After you have complete the first portion of your worksheet you need to complete the John Brown readings.
- Read the Textbook account
- Document A, B, C, and D
- There is a set of Guiding Questions for each reading and a Final Evaluation.

STOP HERE

You need your **worksheet** from last class and
your **role card**

Learning about your historical abolitionist

You should have got a pink card with the name and information of a historical abolitionist, who will be the one you focus on for the next few classes.

1st - write down their name and memorize it.

2nd - based on the card, what are at least 2 facts related to their identity and 2 to their worldview?



Identity

How someone is looked at, what stands out (is salient) about someone in their time and place

Worldview

What matters most to someone, their values, their goals

Abolitionist:

An American committed, dedicated to ending slavery and freeing enslaved people immediately,

Research abolitionist online



Research online option:

Google your person and find out more about their life story - you'll be writing about it next class

Write down notes on a lined sheet of paper, in order of their life using these frames:

- 1: Born and raised in ...
- 2: They became an abolitionist when...
- 3: As an abolitionist, they...
- 4: During the Civil War, they...
- 5: After emancipation of the enslaved, they...

Abolitionist Mixer: you will meet other abolitionists and learn from them

These are the guidelines and rules:

- You need to use 8 different abolitionists to answer the 8 questions on your paper.
- The conversations need to be one-on-one, not a big group.
- You need to actually talk to each other, not just copy down information from each other. Don't show your role card.
- You can either use first person ("I") or third person ("he/she/they"). But don't use accents.

Welcome back Folks

**You will need your worksheet from
the past classes!**

Abolitionist Mixer: you will meet other abolitionists and learn from them

Th



More Time???



You can either use first person (I) or third person (he/she/they).

But don't use accents.

Exit Ticket - be ready to share out loud; Save this paper to use for next class

Beyond your own character, whose story stuck out to you the most? Why?

What were some of the different ways abolitionists attempted to end slavery?

What were some of the different points of view you encountered for how to end slavery?

What were the differences between black and white abolitionists? Male and female abolitionists?

John Brown: what motivated him:

Use the yellow sheet passed out to you

Quick review: according to the textbook, Brown's motivation was...

According to Doc A, Brown's motivation was ...

Do these corroborate or contradict?

So far which one would you take more seriously? Why?

Now, what about Document B? How does that compare with the textbook as to Brown's motivation? Corroborate or contradict?

Should we believe Doc B?

Vocabulary:

Corroborate:

To confirm a story, to find matching evidence

Contradict:

To disprove or challenge a story with evidence that points a different direction

John Brown: what motivated him: Use the yellow sheet passed out to you

Look at Documents C and D and answer the questions.

What do they tell us about his motivation? Do they corroborate or contradict?

Is either document more trustworthy?

Vocabulary:

Corroborate:

To confirm a story, to find matching evidence

Contradict:

To disprove or challenge a story with evidence that points a different direction

Follow along with his speech when he was sentenced - this is how he explains his motivation



Exit Ticket writing - Unit 3 Topic 4:

Content - show what you have learned!

You can answer the following questions in a variety of ways

- Typing on a google doc
- Creating a slideshow or Canva
- Drawing a comic strip - images plus word bubbles and captions

A: According to Brown, what was his motivation?

B: What's the best argument that Brown's actions were justified?

C: What's the best argument that Brown's actions were wrong?

D: Overall, what is your opinion of John Brown - how should he be remembered? Should he be honored with a statue or a holiday as an anti-racist hero? Or in contrast pointed to as a dangerous fanatical terrorist? Prove your case, considering the counterargument.

E: in your opinion which form of resistance was effective at ending slavery? Provide historical examples and evidence to support your thinking.

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

NAME: _____

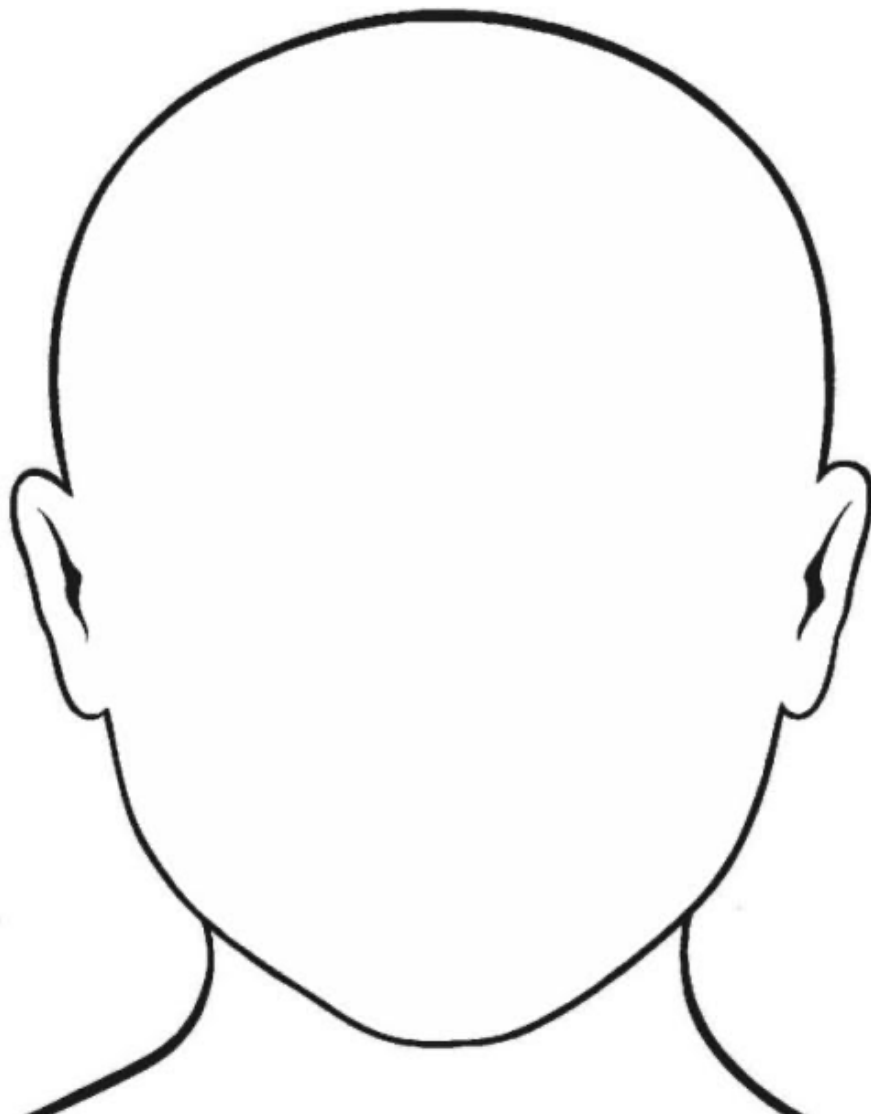
PERIOD _____

MIND MAP

You are to create a mind map of Frederick Douglass or Harriet Tubman

Use evidence from the readings we have gone over in class. You can use the evidence of the map breakdown for any person.

You need at least 2 personal characteristics of the person and 3 pieces of evidence regarding their methods to end slavery



EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Harriet Tubman: Role in the Civil War (source #3)

The 1850s saw a deeper divide between north and south. The passage of the Compromise of 1850 and the Kansas Nebraska Act of 1854 only delayed the inevitable Civil War. Middle class whites in the north started to sympathize with the plight of slaves and a growing number of abolitionists condemned the institution of slavery. In March 1852 the public's imagination was captivated by the publication of Harriet Beecher Stow's Uncle Tom's Cabin.

Abraham Lincoln was elected President in 1860 and immediately, in December of that year, South Carolina passed an Ordinance of Secession. Other southern states joined South Carolina forming the Confederate States of America. It did not take long for war to erupt as the north and south could not agree on the issue of slavery and its expansion. As war began, Harriet Tubman was a cautious supporter of Lincoln.

African American leaders responded to the call to fight for their country with enthusiasm. One of the early leaders to call for action of all African Americans was Frederick Douglass. He supported the inclusion of African American troops as a way to test their loyalty and as a path to full citizenship. Other African American leaders such as Jermain Loguen and William Wells Brown also advocated their enlistment in the Union Army.

Fort Monroe In 1861 Tubman was recruited as a volunteer as part of the Massachusetts troop led by General Benjamin Butler. She was the only African American among the all white troop. They were stationed at Fort Monroe, Virginia, on the western shore of the Chesapeake Bay. Her role at Fort Monroe was not official and unrelated to military operations. The fort was overwhelmingly flooded with fugitives or as they were called "contrabands", most of them came with families and small children. They were given food and put to work as manual laborers, building roads and dikes. They were not paid, and critics suggested that they had only changed masters. Women were put to cook and do the laundry. Tubman was assigned to assist them, she worked as a nurse, cook and washed clothes.

Port Royal In May of 1862 Tubman traveled to South Carolina where she joined Dr Henry K. Durand, the Director of the freedman's hospital at Port Royal. Soldiers as well as fugitives were dying; some of the most common illnesses were typhoid, cholera, malaria, yellow fever, chicken pox and dysentery. Tubman

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

was knowledgeable in local roots to treat diseases; her healing powers became legendary among soldiers.

Combahee River Raid After the Emancipation Proclamation went into effect on January 1, 1863 colored people were allowed to enroll in the military. They were under scrutiny and many doubted their commitment and bravery.

Tubman became part of a group of scouts in charge of espionage and she was the commander of the team. She reported directly to Generals David Hunter and Rufus Saxton. She was assigned to create lifelines and escape routes for trapped slaves.

On the night of June 2, 1863 Tubman guided a troop of 150 black soldiers of the Second South Carolina battalion on the Combahee River. The plan was to liberate as many slaves by catching slaveholders by surprise. The attack became known as the Combahee River Raid and liberated more than 750 slaves.

Tubman's accomplishments in the Combahee River Raid stayed anonymous until July 10, 1863 when a journalist Franklin B. Sanborn published an article "Harriet Tubman", it was a biographical outline of Tubman's life. Sanborn's article was published in the Commonwealth, an antislavery newspaper in Boston. He brought Tubman to the spotlight for the first time praising her for guiding slaves to freedom using the Underground Railroad and by risking her life.

Efforts to recruit African Americans to the Union Army Meanwhile efforts to recruit free African Americans were taking place in the north. With the effort of James Forten, Frederick Douglass and John Mercer Langston, the Massachusetts 54th regiment was one of the first official African American regiments to fight in the Civil War. Nearly 1,000 men were drafted. Frederick Douglass' two sons and Sojourner Truth's grandson were enlisted in the regiment.

When the war was over in 1865 she returned home to Auburn, New York. A battle to get compensation for her services would last 30 years.

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

(1868) Letter from Frederick Douglass to Harriet Tubman (Source #2)

As you read, mark **the text** and underline key parts that help you answer the Essential Question.

In the **margins** make connections to how this helped end slavery, and record and define words you do not know.

Rochester, August 29, 1868

Dear Harriet: I am glad to know that the story of your eventful life has been written by a kind lady, and that the same is soon to be published. You ask for what you do not need when you call upon me for a word of commendation. I need such words from you far more than you can need them from me, especially where your superior labors and devotion to the cause of the lately enslaved of our land are known as I know them.

The difference between us is very marked. Most that I have done and suffered in the service of our cause has been in public, and I have received much encouragement at every step of the way. You, on the other hand, have labored in a private way. I have wrought in the day – you in the night. I have had the applause of the crowd and the satisfaction that comes of being approved by the multitude, while the most that you have done has been witnessed by a few trembling, scarred, and foot-sore bondmen and women, whom you have led out of the house of bondage, and whose heartfelt, “God bless you,” has been your only reward.

The midnight sky and the silent stars have been the witnesses of your devotion to freedom and of your heroism. Excepting John Brown – of sacred memory – I know of no one who has willingly encountered more perils and hardships to serve our enslaved people than you have. Much that you have done would seem improbable to those who do not know you as I know you. It is to me a great pleasure and a great privilege to bear testimony for your character and your works, and to say to those to whom you may come, that I regard you in every way truthful and trustworthy.

Your friend,
Frederick Douglass.

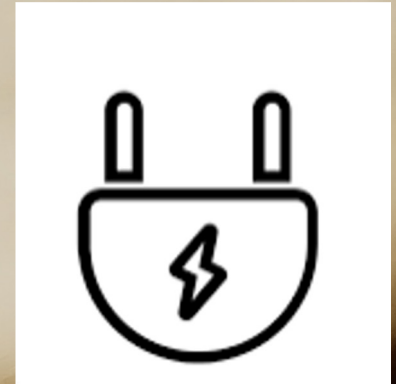
Power Flower and resistance to slavery

Please pick up the handout from the front

Instructions for Power slide

Read and copy
definition on slides 3
or 4.

Draw or summarize
each definition.



Vocabulary Power:

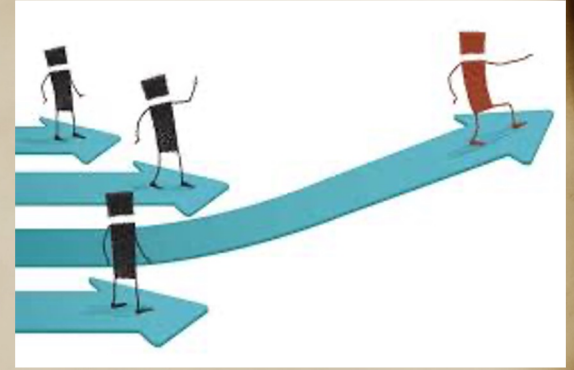
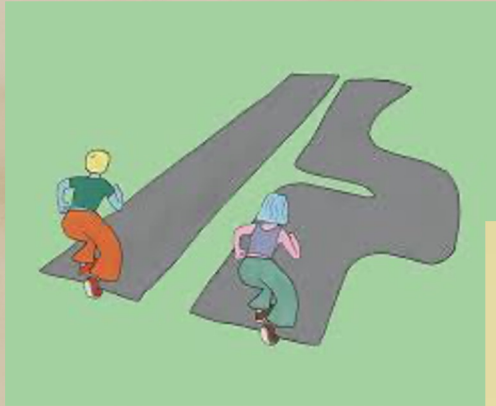
- The capacity or ability to direct or influence the behavior of others or the course of events.
- La capacidad o habilidad para dirigir o influir en el comportamiento de otros o en el curso de los acontecimientos.
- Способность или способность направлять или влиять на поведение других или ход событий.

- Năng lực hoặc khả năng chỉ đạo hoặc ảnh hưởng đến hành vi của người khác hoặc diễn biến của các sự kiện.
- La capacité ou l'aptitude à diriger ou à influencer le comportement d'autrui ou le cours des événements.
- A capacidade ou habilidade de dirigir ou influenciar o comportamento de outras pessoas ou o curso dos acontecimentos.
- ظرفیت یا توانایی هدایت یا تأثیرگذاری بر رفتار دیگران یا مسیر حوادث.

Instructions for Privilege slide

Read and copy
definition on slides 6 or
7.

Draw or summarize
each definition.



Vocabulary Privilege:

- A special right, advantage, or immunity granted or available only to a particular person or group.
- Un derecho, ventaja o inmunidad especial otorgado o disponible sólo para una persona o grupo en particular.
- Особое право, преимущество или иммунитет, предоставляемые или доступные только определенному лицу или группе.

→ Một quyền, lợi thế hoặc quyền miễn trừ đặc biệt được cấp hoặc chỉ dành cho một người hoặc một nhóm cụ thể.

→ Droit, avantage ou immunité spécial accordé ou disponible uniquement à une personne ou à un groupe particulier.

→ Um direito, vantagem ou imunidade especial concedido ou disponível apenas a uma determinada pessoa ou grupo.

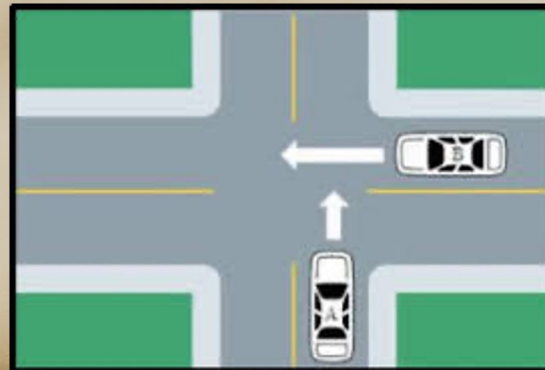
→ یک حق، مزیت، یا مصونیت خاص که فقط برای یک شخص یا گروه مشخص اعطا یا موجود است.

Instructions for Vocabulary

Intersectionality:

Read and copy
definition on slides 9 or
10.

Draw or summarize
each definition.



Vocabulary Intersectionality:

Cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

Forma acumulativa en la que los efectos de múltiples formas de discriminación (como el racismo, el sexismo y el clasismo) se combinan, se superponen o se cruzan, especialmente en las experiencias de individuos o grupos marginados.

Кумулятивный способ, которым последствия множественных форм дискриминации (таких как расизм, сексизм и классизм) сочетаются, перекрываются или пересекаются, особенно в опыте маргинализованных лиц или групп.

Cách tích lũy trong đó tác động của nhiều hình thức phân biệt đối xử (chẳng hạn như phân biệt chủng tộc, phân biệt giới tính và phân biệt giai cấp) kết hợp, chồng chéo hoặc giao nhau, đặc biệt là trong trải nghiệm của các cá nhân hoặc nhóm bị gạt ra ngoài lề xã hội.

Manière cumulative par laquelle les effets de multiples formes de discrimination (telles que le racisme, le sexisme et le classisme) se combinent, se chevauchent ou se croisent, en particulier dans les expériences d'individus ou de groupes marginalisés.

Forma cumulativa pela qual os efeitos de múltiplas formas de discriminação (como racismo, sexismo e classismo) se combinam, se sobrepõem ou se cruzam, especialmente nas experiências de indivíduos ou grupos marginalizados.

شیوه تجمعی که در آن تاثیرات اشکال متعدد تبعیض (مانند نژادپرستی، جنسیت گرایی، و طبقه گرایی) با هم یکجا میشوند، همپوشانی میکنند، یا با هم تقاطع میکنند مخصوصاً در تجارب افراد یا گروه های به حاشیه رانده شده.

Power Flower

Goal: Identify who we are as individuals in relation to those who have power in our society

Step 1: In your notes, brainstorm 2-3 sources of power in our society (sex, race, ethnic group, language, religion, family type of arrangements (single, extended, etc.), social class, age group, education, ability/disability, geographic region (origin), geographic region (current))

One major source of power in our society is...

The people I consider powerful all have ___ in common...

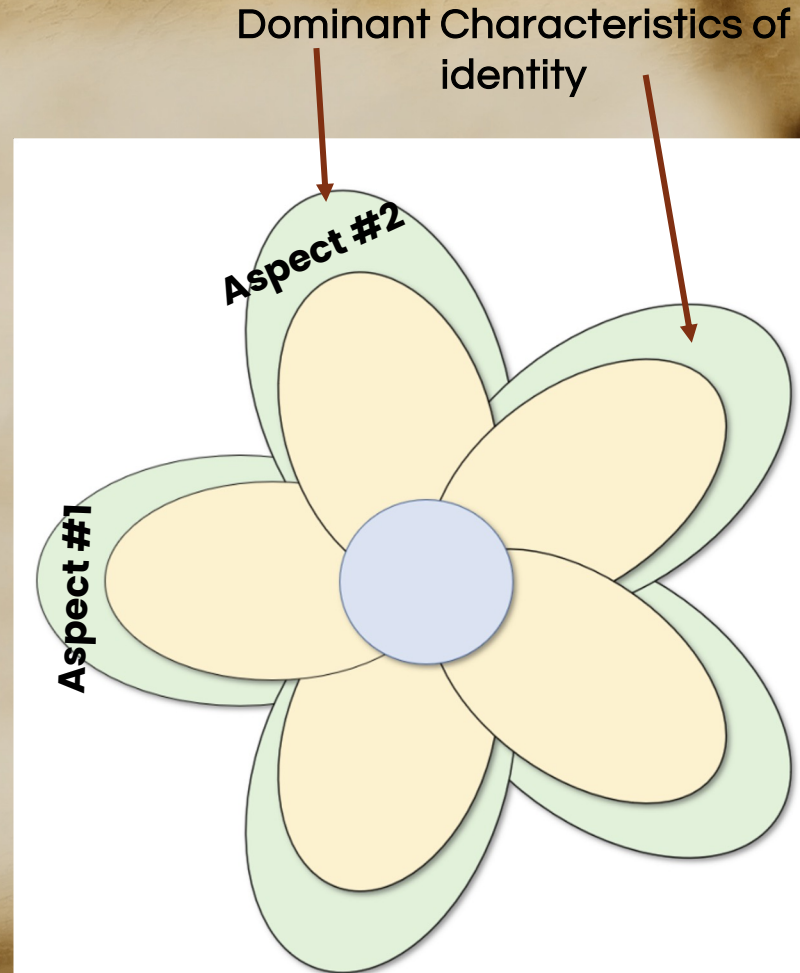
I believe Power in the US comes from a person's _____ because...

Power Flower

Label the outer layers of your Power Flower:

Step 2: Describe the 5 aspects of those who hold the most power in the outer petals of the Power Flower...

Ex: Gender: Being born male often means someone is given more social, political and economic power

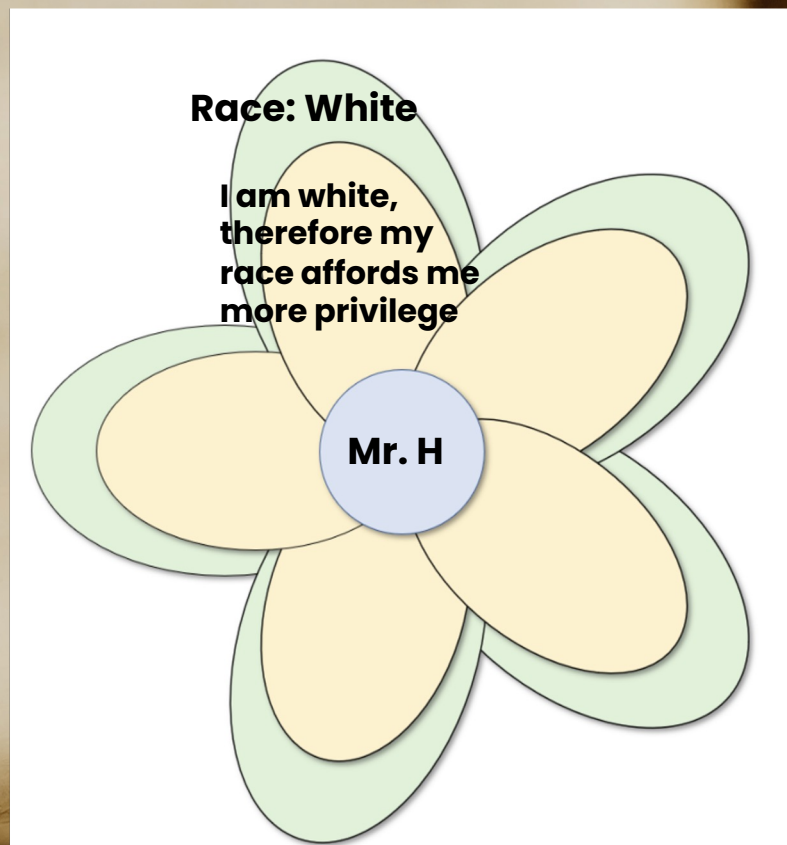


Power Flower

Label your Power Flower

Step 3: Put your name in the center of the flower

Step 4: Identify your personal relationship to elements of identity that hold power. Write these in the inner petals. Put these in the YELLOW boxes.



Reflection Question 1

How many parts of your identity are different from the dominant identity? Which parts of your identity cannot be changed? What does this say about your own privilege?

¿Cuántas partes de tu identidad son diferentes de la identidad dominante? ¿Qué partes de tu identidad no se pueden cambiar? ¿Qué dice esto sobre tu propio privilegio?

Насколько части вашей идентичности отличаются от доминирующей идентичности? Какие части вашей личности нельзя изменить? Что это говорит о ваших собственных привилегиях?

Có bao nhiêu phần trong danh tính của bạn khác với danh tính chủ đạo? Những phần nào trong danh tính của bạn không thể thay đổi? Điều này nói gì về đặc quyền của riêng bạn?

Combien de parties de votre identité sont différentes de l'identité dominante ? Quelles parties de votre identité ne peuvent pas être modifiées ? Qu'est-ce que cela dit sur votre propre privilège ?

Quantas partes da sua identidade são diferentes da identidade dominante? Quais partes da sua identidade não podem ser alteradas? O que isso diz sobre seu próprio privilégio?

چند بخش از هویت شما با هویت غالب متفاوت است؟ کدام بخش های هویت شما قابل تغییر نیست؟ این در مورد امتیاز خود شما چه میگوید؟

Reflection Question 2:

What does the power flower activity reveal about us as a society? What are the differences and similarities in relation to the dominant power?

¿Qué revela la actividad de las flores poderosas sobre nosotros como sociedad?

¿Cuáles son las diferencias y similitudes en relación con el poder dominante?

Что деятельность цветка силы говорит о нас как обществе? В чем различия и сходства по отношению к доминирующей власти?

Hoạt động của hoa quyền năng tiết lộ điều gì về xã hội chúng ta? Sự khác biệt và tương đồng trong mối quan hệ với quyền lực thống trị là gì?

Que révèle l'activité Power Flower sur nous en tant que société ? Quelles sont les différences et les similitudes par rapport à la puissance dominante?

O que a atividade da flor poderosa revela sobre nós como sociedade? Quais as diferenças e semelhanças em relação ao poder dominante?

فعالیت گل قدرت در مورد ما منحصیث یک جامعه چه چیزی را آشکار میسازد؟ تفاوت ها و شباهت ها در رابطه با قدرت غالب چیست؟

Reflection Question 3:

What does the power flower activity tell us about identity and power?

¿Qué nos dice la actividad de las flores poderosas sobre la identidad y el poder?

Что деятельность цветка силы говорит нам об идентичности и власти?

Hoạt động của hoa năng lượng cho chúng ta biết điều gì về bản sắc và sức mạnh?

Que nous apprend l'activité Power Flower sur l'identité et le pouvoir ?

O que a atividade da flor do poder nos diz sobre identidade e poder?

فعالیت گل قدرت در مورد هویت و قدرت به ما چه میگوید؟

Lets try in groups now

- You will be put into groups, and as a group you will come up with a new **power flower**.
- This new one will reflect your groups ideas and identity.
- It may be different then the one you came up with on your own and that is okay.
- In the center record your **groups names**
- In the inner petals record your **groups strengths**, things you share that help you navigate the world
- In the outer petals record your **groups challenges**, things that your identity might struggle to overcome in society
- In the outer boxes record the source of power in society

Period 3 groups

<p>Group 1</p> <ol style="list-style-type: none">1. Isabelly2. Deisy3. Abby4. Elijah	<p>Group 2</p> <ol style="list-style-type: none">1. Diego2. Amanda3. Tamirat4. Yolanda	<p>Group 3</p> <ol style="list-style-type: none">1. Celeste2. Ian3. Luis4. Narciso
<p>Group 4</p> <ol style="list-style-type: none">1. Alexis2. Ava3. Silvio4. Julienn	<p>Group 5</p> <ol style="list-style-type: none">1. Leonel2. Ailyn3. Demetri4. Brandon	<p>Group 6</p> <ol style="list-style-type: none">1. Bryanda2. Desmond3. Jonathan4. Jordan
<p>Group 7</p> <ol style="list-style-type: none">1. Yazmin2. Abe3. Jancy	<p>Group 8</p> <ol style="list-style-type: none">1. Jazmin2. Santiago3. Erick	<p>Group 9</p> <ol style="list-style-type: none">1. Italia2. Jorge3. Cristian4. Adrianna

Period 7 groups

Group 1	Group 2	Group 3
Group 4	Group 5	Group 6
Group 7	Group 8	Group 9

Period 2 groups

Group 1	Group 2	Group 3
Group 4	Group 5	Group 6
Group 7	Group 8	Group 9

Brain Break: WOULD YOU RATHER...



Time-travel to the
past



Time-travel to the
future

Warm-up #3: Would You Rather...

Have to eat french fries every day for a year



Have to eat cookies every day for a year



Resistance to slavery

Refers to the various ways enslaved people actively fought against their bondage. There were three main ways enslaved people did this: **Open resistance**, **Covert resistance**, and **Cultural resistance**.

Open Resistance

Open resistance is when enslaved people actively took part in fighting back against their masters. Keep in mind that this is not always physical or violent, but it could be.

Ex: Running away, participating in slave revolts, fighting back against enslavers, stealing property.



Covert Resistance

Covert resistance is when enslaved people fought back in quiet ways, this was not done in the open but had a negative effect on the plantation.

EX: Working slowly, breaking tools, pretending to be sick, sabotaging crops, misplacing tools, using coded language.



Cultural resistance

This is where enslaved people used their different forms of capital to fight back against the system of slavery. This was done to ensure that their identities stand intact.

EX: Maintaining African traditions like music, language, religion, stories, and family structures as a way to preserve identity.



Resistance to Slavery

Day:2

Please pick up the packet from the front

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Killmonger death speech (source #1)



**Which
type of
resistance
is used**

**Open
Resistance**

**Covert
Resistance**

**Cultural
resistance**

**Effectives of
ending slavery**

Creating hope

**Saved 1-2
people**

**Prevented
mistreatment**

**Saved lots of
people**

Disrupt labor

Questions to ask

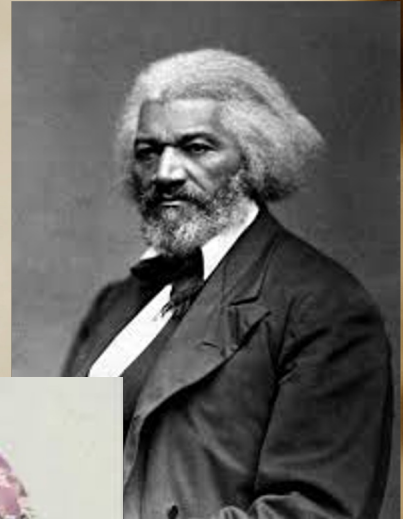
What does Killmonger mean when he says
“Bury me in the ocean with my ancestors
that jumped from the ships”?

How is his story a form of resistance?

Letter from Frederick Douglass to Harriet Tubman (1868) (source #2)

Frederick Douglass was born into slavery in Maryland in February 1818. He famous for his first autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*.

Harriet Tubman was an American abolitionist and social activist. After escaping slavery, Tubman made 13 missions to rescue approximately 70 enslaved people, including her family and friends, using the network known as the Underground Railroad.



Resistance to Slavery

Day:3

You need your Resistance to Slavery
analysis packet and map hand out

Reminders

When we are looking at sources make sure that you are marking the text and filling out your packet, both are vital in your understanding.

You need to also mark which **type of resistance** is used and the **effectiveness of ending slavery**



Focus Question (EQ)

EQ: WHAT METHODS DID ENSLAVED PEOPLE USE TO FIGHT BACK AGAINST SLAVERY AND HOW EFFECTIVE WAS THAT IN ENDING THE INSTITUTIONS OF SLAVERY?

Sourcing the source

Title of Map: [The Underground Railroad](#)

Data Source: [Map](#)

Date: [1800's](#)

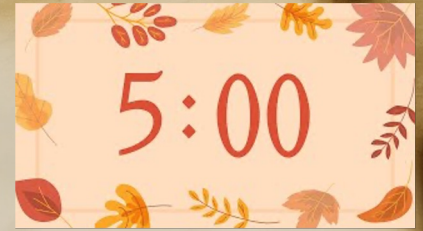
Retrieved from: [National Geographic](#)

Historical context:

[We see the south and routes used by the underground railroad to help enslaved people find their freedom.](#)

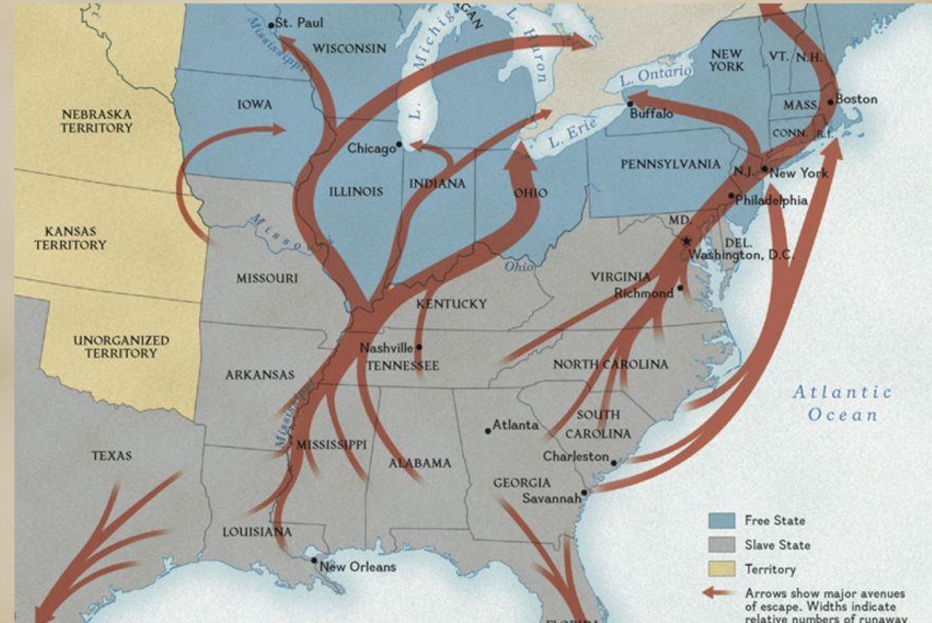
Section 1: Where is the map from

- Location (what are we seeing)
- What does it measure? (According to this map I see...)



Section 2: Purpose

- The map shows the relationship (s) between (this map shows..)
- ...which may help answer the focus question because...

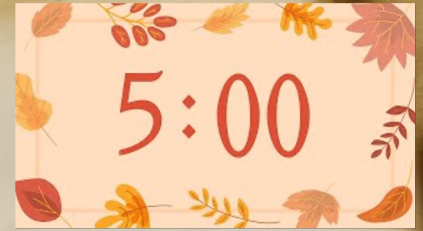


Section 3: What do I see?

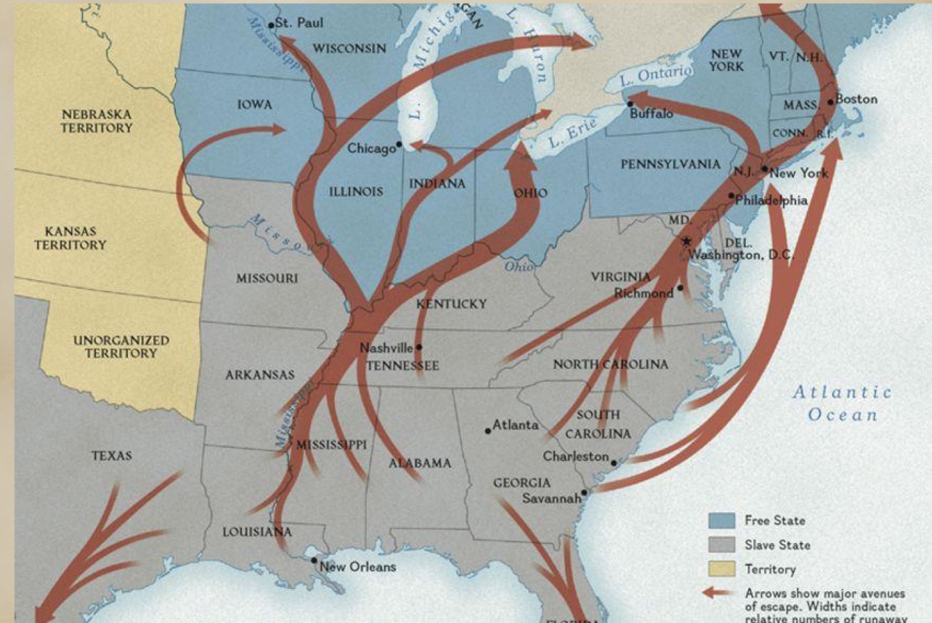
- List at least 3 observations you can make from the map
- 1
- 2
- 3



Section 4: Patterns and relationships



- One pattern I see is...
 - (THINK ABOUT WHERE THE ROUTES START AND END)
- One relationship that I see is...
 - (THINK ABOUT WHICH STATES ARE BLUE AND WHICH ONES ARE GREY)



Section 5: Question

- I wonder...
- My reaction to this observation is...



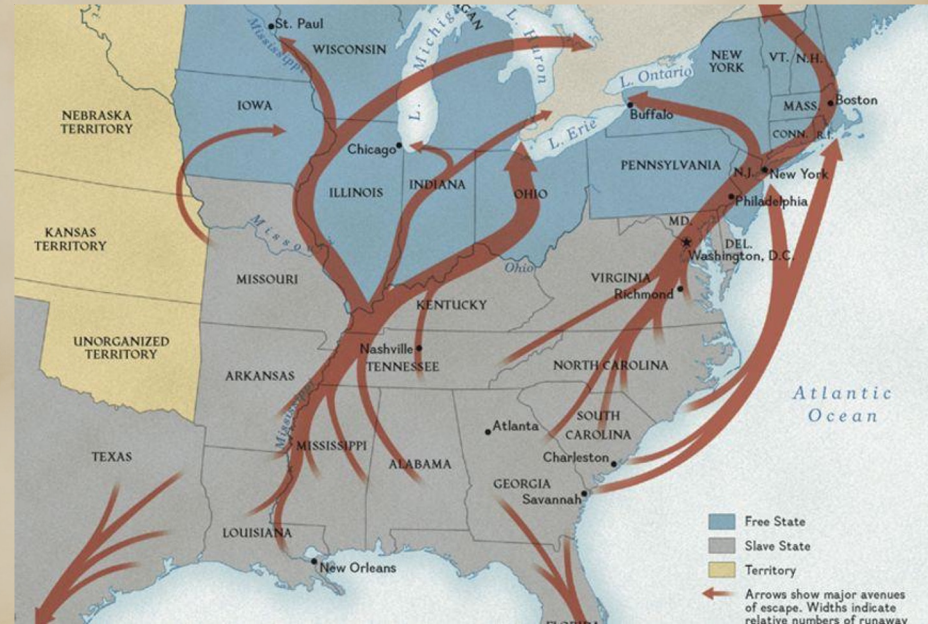
Section 6: Identify the message

- What claim can you make related to the focus question?
 - This map leads me to believe that...



Section 7: Identify the evidence

- What trend, relationship or pattern in your data supports your claim?



Section 8: Apply the analysis

- How will this data and your analysis help answer the focus question?



Update your analysis long

Make sure you have the first 4 sources complete on your **Resistance to slavery analysis** worksheet.

- 1 Summarize
- 2 Mark which type of resistance is used (could be many)
- 3 Effectives (could be many)
- 4 Explanation for ending slavery

Reading with a Focus

After reading **source #3** Harriet Tubman: Role in the Civil War complete the graphic organizer.

There are 10 paragraphs in the reading you need to choose 4 of them and summarize the section and find evidence to answer the EQ.

Check for understanding

We have looked at 4 different source. Three of them have been different people and 1 map. You are tasked with choosing one person and creating a **Mind Mirror** for Frederick Douglass or Harriet Tubman.

- Create a mind mirror of Frederick Douglass or Harriet Tubman
- Use evidence from the readings we have done in class. You can use the evidence of the map breakdown for any person.
- You need at least **2 personal characteristics** of the person and **3 pieces of evidence regarding their methods to end slavery**

Resistance to Slavery

Day: 4

Please pick up the song lyrics from the front

Table of content for Resistance topic

#(x.x.x)	P/O	Assessment Name
3.2.1	O	Killmonger Speech breakdown
3.2.2	P	Letter from Frederick Douglass to Harriet Tubman
3.2.3	P	Harriet Tubman Role in the Civil War
3.2.4	P	Reading with a focus for source #3
3.2.5	P	Underground Railroad Map breakdown
3.2.6	P	“Follow the Drinking Gourd” Song Breakdown

Historical Background

Follow the Drinking Gourd supposedly encodes **escape instructions** and a map.

The "drinking gourd" refers to the hollowed out gourd used by enslaved people as a water dipper.

In this song, it serves as a code name for the **Big Dipper**. The song's directions enabled fleeing slaves to make their way north from Mobile, Alabama to the Ohio River and freedom.



Question to think about

We are going to try something new today! We are going to take walk around the building, while you do that I would like to quietly talk about this question:

Has there been a time in your life when you participated in any of the forms of resistance? If so what was the reason you decided to take action? If you have not what event do you think could cause you to take action?

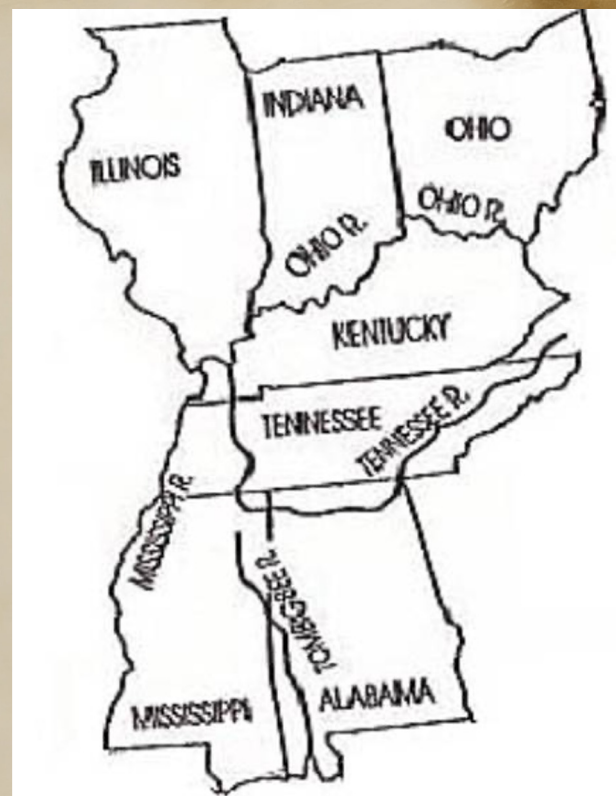
¿Ha habido algún momento en tu vida en el que participaste en alguna de las formas de resistencia? Si es así, ¿cuál fue la razón por la que decidió tomar medidas? Si no lo ha hecho, ¿qué evento cree que podría llevarle a tomar medidas?

Было ли в вашей жизни время, когда вы участвовали в какой-либо форме сопротивления? Если да, то по какой причине вы решили принять меры? Если нет, то какое событие, по вашему мнению, могло бы побудить вас принять меры?

Y a-t-il eu un moment dans votre vie où vous avez participé à une forme de résistance ? Si oui, quelle est la raison pour laquelle vous avez décidé d'agir ? Si ce n'est pas le cas, quel événement pourrait, selon vous, vous inciter à agir ?

Đã có lúc nào trong đời bạn tham gia vào bất kỳ hình thức phản kháng nào chưa? Nếu vậy lý do bạn quyết định hành động là gì? Nếu chưa, bạn nghĩ sự kiện nào có thể khiến bạn hành động?

آیا در زندگی شما زمانی بوده است که در هر یک از اشکال مقاومت اشتراک کرده باشید؟ اگر چنین است دلیل اینکه شما تصمیم گرفتید اقدام کنید چه بود؟ اگر شما فکر میکنید چه رویدادی میتواند سبب عمل کردن شما گردد؟



What do the lyrics mean

VERSE 1

Taken together, this verse suggests escaping in the spring and heading North to freedom.

When the sun comes back,

Refers to the winter or spring. The days are getting longer, and the angle of the sun is higher each day at noon.

and the first quail calls,

Refers to the breeding season. Quail in Alabama start calling to each other in early to mid-April.

Follow the drinking gourd

The "drinking gourd" suggests to the hollowed out gourd used by enslaved people as a water dipper. **Used in this context it is a code name for the Big Dipper star formation**, which **points to Polaris, the Pole Star, and North.**

The old man is awaiting for to carry you to freedom

"Ole man" is nautical slang for "Captain" **The Underground Railroad operative Peg Leg Joe** was formerly a sailor. **The runaways would be met on the banks of the Ohio by the old sailor.**

What do the lyrics mean

VERSE 2

Describes how to follow the route, from Mobile, Alabama north.

The river bank will make a mighty good road

The first river in the song is the Tombigbee, which empties into Mobile Bay. Its headwaters extend into northeastern Mississippi.

The dead trees show you the way left foot peg foot, traveling on

Peg Leg Joe marked trees and other landmarks "with charcoal or mud of the outline of a human left foot and a round spot in place of the right foot."

What do the lyrics mean

VERSE 3

Describes the route through northeastern Mississippi and into Tennessee.

The river ends between two hills,

The Tombigbee River ends near Woodall Mountain, the high point in Mississippi and an ideal reference point for a map song. The mountain itself evidently has a twin cone profile and so could represent both hills at once.

There's another river on the other side,

The river on the other side of the hills is the Tennessee. The left-hand side proceeds virtually due north to the Ohio river border with Illinois – definitely the preferred route, since the right hand side meanders back into northern Alabama and then proceeds up into Tennessee.

What do the lyrics mean

VERSE 4

Describes the end of the route, in Paducah, Kentucky.

Where the great big river meets the little river

When the Ohio River meets the Tennessee. The Tennessee and Ohio rivers come together in Paducah, KY, **opposite southern Illinois.**

Astronomy Information

By far the best way to navigate at night is via the stars, specifically Polaris, the North Star.

The North Star is not very bright or easy to find by itself.

Polaris is usually located by first finding the much brighter Big Dipper



Exit ticket:

How does the song help people get to freedom,
how does this show resistance to slavery?

Resistance to Slavery Analysis: Source #5

After completing Source #5 “Follow Drinking Gourd” complete your analysis on your hand out.

1: You need a summary

2: mark which type of resistance is used

3: how was it effective at ending slavery (could be many)

4: use 1 piece of evidence to explain how it was resistance to slavery

Resistance to Slavery

Day: 5

**Please pick up the video break down
worksheet (3.2.7) from the front**

Table of content for Resistance topic

#(x.x.x)	P/O	Assessment Name
3.2.1	O	Killmonger Speech breakdown
3.2.2	P	Letter from Frederick Douglass to Harriet Tubman
3.2.3	P	Harriet Tubman Role in the Civil War
3.2.4	P	Reading with a focus for source #3
3.2.5	P	Underground Railroad Map breakdown
3.2.6	P	“Follow the Drinking Gourd” Song Breakdown
3.2.7	O	The Stono Rebellion: Crash Course (video)
3.2.8	P	The Stono Rebellion Reading

Source #6 The Stono Rebellion: Crash Course



The Stono Rebellion 1739 Reading Source #7

Before you read ADD 3.2.8 to the title and **source #7**

On the bottom of page to add the EQ: **What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?**

Marking the Text

1. Number the Paragraphs

- Before you read, number the paragraphs of the document/text.
- Write the number near the paragraph indentation and circle the number.

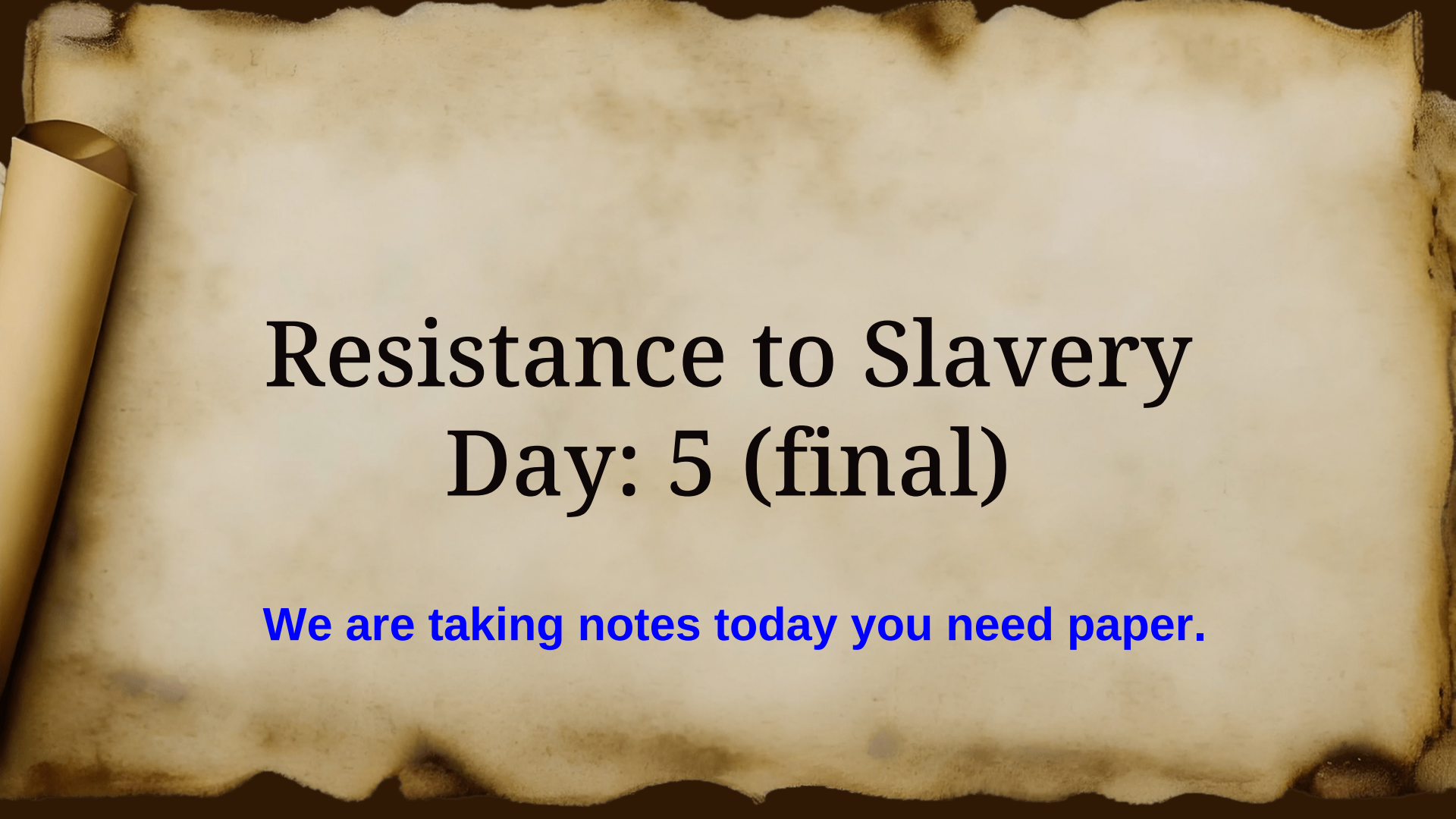
2. Circle (or BOLD) key terms and phrases that help you to answer the essential question/prompt (reading purpose)

3A. Underline the author's claims that help you to answer the essential question/prompt (reading purpose)

3B. Underline relevant information that helps you to answer the essential question/prompt (reading purpose)

After you done reading

1. Update your “**resistance to slavery analysis**” log up to source #7.
2. Come see me to get your **table of context** stamped
3. **Turn in** missing work
4. **Retake missing/** bad assessments



Resistance to Slavery Day: 5 (final)

We are taking notes today you need paper.

#(x.x.x)	P/O	Assessment Name
3.2.1	O	Killmonger Speech breakdown
3.2.2	P	Letter from Frederick Douglass to Harriet Tubman
3.2.3	P	Harriet Tubman Role in the Civil War
3.2.4	P	Reading with a focus for source #3
3.2.5	P	Underground Railroad Map breakdown
3.2.6	P	“Follow the Drinking Gourd” Song Breakdown
3.2.7	O	The Stono Rebellion: Crash Course (video)
3.2.8	P	The Stono Rebellion Reading
3.2.9	P	Nat Turner, John Brown and Glory Notes

Nat Turner Rebellion

Nat Turner was born on October 2, 1800, in Southampton County, Virginia

On May 12, 1828, Turner had his third vision: "I heard a loud noise in the heavens, and the Spirit instantly appeared to me and said the Serpent was loosened, and Christ had laid down the yoke he had borne for the sins of men, and that I should take it on and fight against the Serpent..".

Turner thought the vision meant he was chosen to fight against the slave owners. The "Serpent was the slave owners.

Then, in February, 1831, there was an eclipse of the sun. Turner took this to be the sign he had been promised

On August 13, there was an atmospheric disturbance in which the sun appeared bluish-green. This was the final sign, and a week later, on August 21, Turner and six of his men met in the woods to eat a dinner and make their plans.

In total, the state executed 55 people, banished many more, and acquitted a few. The state reimbursed the slaveholders for their slaves. But after the rebellion, close to 200 black people, many of whom had nothing to do with the rebellion, were murdered by white mobs

The state legislature of Virginia considered abolishing slavery, but in a close vote decided to retain slavery and to support a repressive policy against black people, slave and free.

NAt Turner video (source #8)

WARNING: the video does talk about killing and punishments.



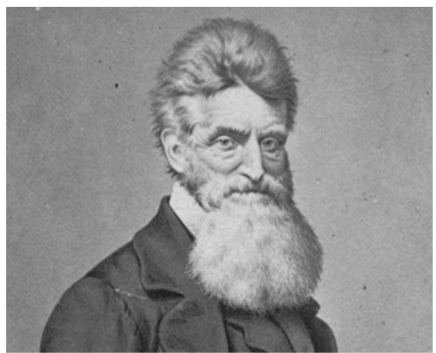
John Brown's Harpers Ferry Raid

Born in Connecticut in 1800 and raised in Ohio, Brown came from a staunchly Calvinist and antislavery family.

His “army” grew to include 22 men, including five Black men and three of Brown’s sons.

On the evening of October 16, 1859 John Brown, a staunch abolitionist, and a group of his supporters left their farmhouse hide-out en route to Harpers Ferry.

The wounded Brown was tried by the state of Virginia for treason and murder, and he was found guilty on November 2. The 59-year-old abolitionist went to the gallows on December 2, 1859. Before his execution, he handed his guard a slip of paper that read, “I, John Brown, am now quite certain that the crimes of this guilty land will never be purged away but with blood.”



Glory Background

The Second Battle of Fort Wagner, also known as the Second Assault on Morris Island or the Battle of Fort Wagner, Morris Island, **was fought on July 18, 1863.**

The 54th Massachusetts Infantry Regiment was an infantry regiment that saw extensive service in the Union Army during the American Civil War. **The unit was the second African-American regiment**

Glory (Source #10)





EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Name: _____

Reading with a focus chart: Sources #3

<u>Summarize Main Idea</u> In paragraph____, the author is talking about...	<u>Evidence</u> For example, they state...

Name: _____

Resistance to Slavery Analysis

Summarize the information/tactics in your own words	Which type of resistance is used	Effectives of ending slavery	Use 1 piece of evidence to explain how this was resistance to slavery.
<p>Killmonger speech</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Open Resistance</p> <p>Covert Resistance</p> <p>Cultural resistance</p>	<p>Creating hope</p> <p>Saved 1-2 people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>In the <u>Black Panther</u> (source), Killmonger argues that he should be buried with ancestors who chose to die enroute to the Americas because death was better than a life of bondage.</p> <p>This was effective at disrupting labor</p> <p>Because those who choose to die inroute to the Americas cost the enslavers money, and economically hurt the slave trade.</p>
<p>Letter from Frederick Douglass to Harriet Tubman (1868)</p> <hr/> <hr/> <hr/> <hr/>	<p>Open Resistance</p> <p>Covert Resistance</p> <p>Cultural resistance</p>	<p>Creating hope</p> <p>Saved 1-2 people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>In the _____ (source), they argue/ state....</p> <p>This was effective at....</p> <p>Because...</p>
<p>Harriet Tubmen Role in the Civil War</p>	<p>Open</p>	<p>Creating</p>	<p>In the _____ (source), they</p>

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Resistance Covert Resistance Cultural resistance	hope Saved 1-2 people Prevented mistreatment Saved lots of people Disrupt labor	argue/ state.... This was effective at.... Because...
Underground Railroad: Routes to Freedom <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Open Resistance Covert Resistance Cultural resistance	Creating hope Saved 1-2 people Prevented mistreatment Saved lots of people Disrupt labor	In the _____ (source), they argue/ state.... This was effective at.... Because...
"Follow the Drinking Gourd"	Open Resistance	Creating hope	In the _____ (source), they argue/ state....

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Covert Resistance</p> <p>Cultural resistance</p>	<p>Saved 1-2 people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>This was effective at....</p> <p>Because...</p>
<p>The Stono Rebellion: Crash Course Black American History #6</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Open Resistance</p> <p>Covert Resistance</p> <p>Cultural resistance</p>	<p>Creating hope</p> <p>Saved 1-2 people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>In the _____ (source), they argue/ state....</p> <p>This was effective at....</p> <p>Because...</p>
<p>The Stono Rebellion (reading)</p> <hr/>	<p>Open Resistance</p> <p>Covert Resistance</p>	<p>Creating hope</p> <p>Saved 1-2</p>	<p>In the _____ (source), they argue/ state....</p>

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

<hr/> <hr/> <hr/> <hr/> <hr/>	<p>Cultural resistance</p>	<p>people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>This was effective at....</p> <p>Because...</p>
<p>“Swing Low, Sweet Chariot”</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Open Resistance</p> <p>Covert Resistance</p> <p>Cultural resistance</p>	<p>Creating hope</p> <p>Saved 1-2 people</p> <p>Prevented mistreatment</p> <p>Saved lots of people</p> <p>Disrupt labor</p>	<p>In the _____ (source), they argue/ state....</p> <p>This was effective at....</p> <p>Because...</p>
<p>Nat Turner Rebellion</p> <hr/>	<p>Open Resistance</p> <p>Covert</p>	<p>Creating hope</p> <p>Saved 1-2</p>	<p>In the _____ (source), they argue/ state....</p>

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

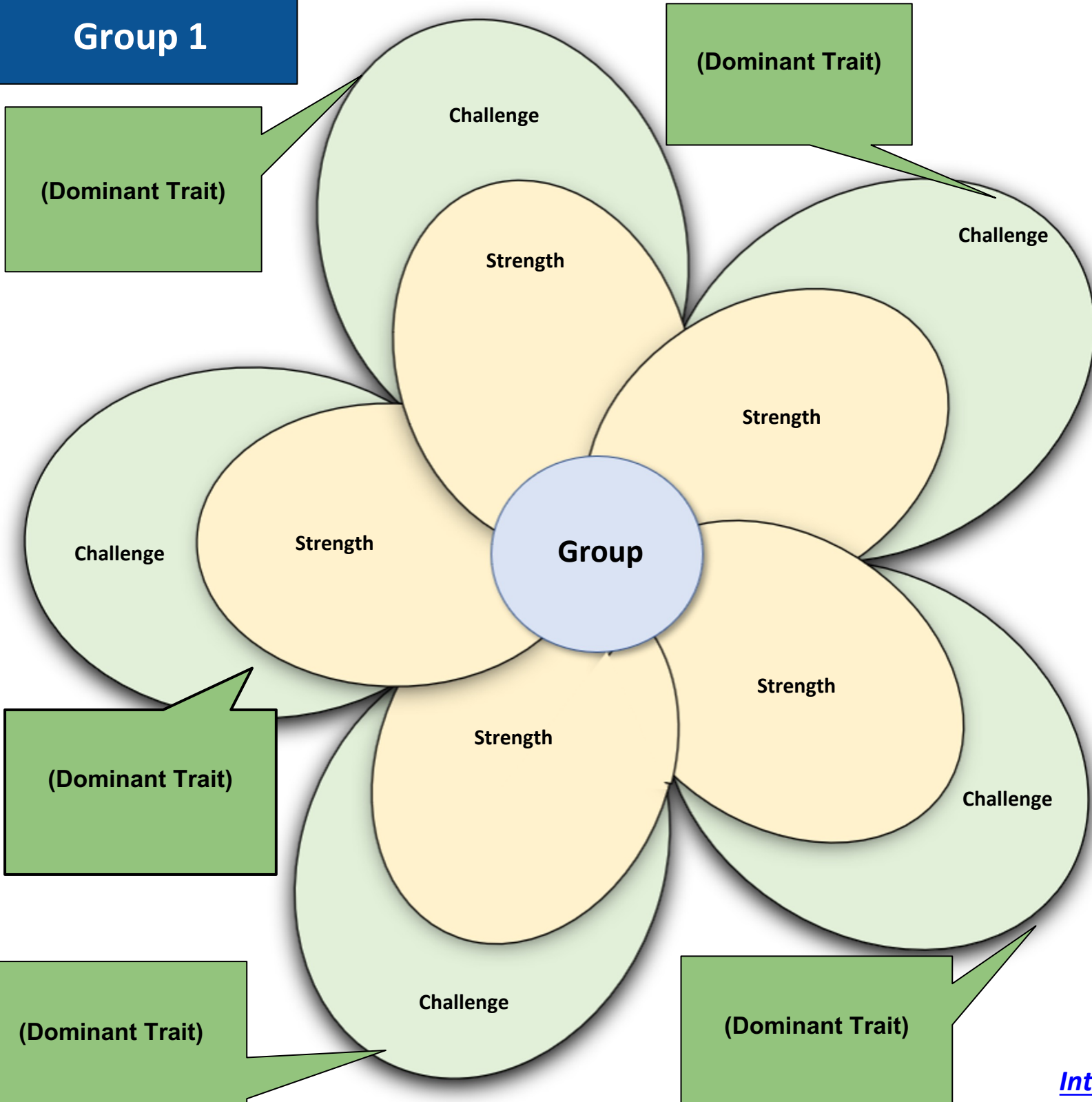
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Resistance Cultural resistance	people Prevented mistreatment Saved lots of people Disrupt labor	This was effective at.... Because...
The Raid on Harper's Ferry <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Open Resistance Covert Resistance Cultural resistance	Creating hope Saved 1-2 people Prevented mistreatment Saved lots of people Disrupt labor	In the _____ (source), they argue/ state.... This was effective at.... Because...
Glory - Forest Battle <hr/> <hr/>	Open Resistance Covert	Creating hope Saved 1-2	In the _____ (source), they argue/ state....

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

	Resistance	people	
	Cultural resistance	Prevented mistreatment	This was effective at....
		Saved lots of people	Because...
		Disrupt labor	

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

Group 1



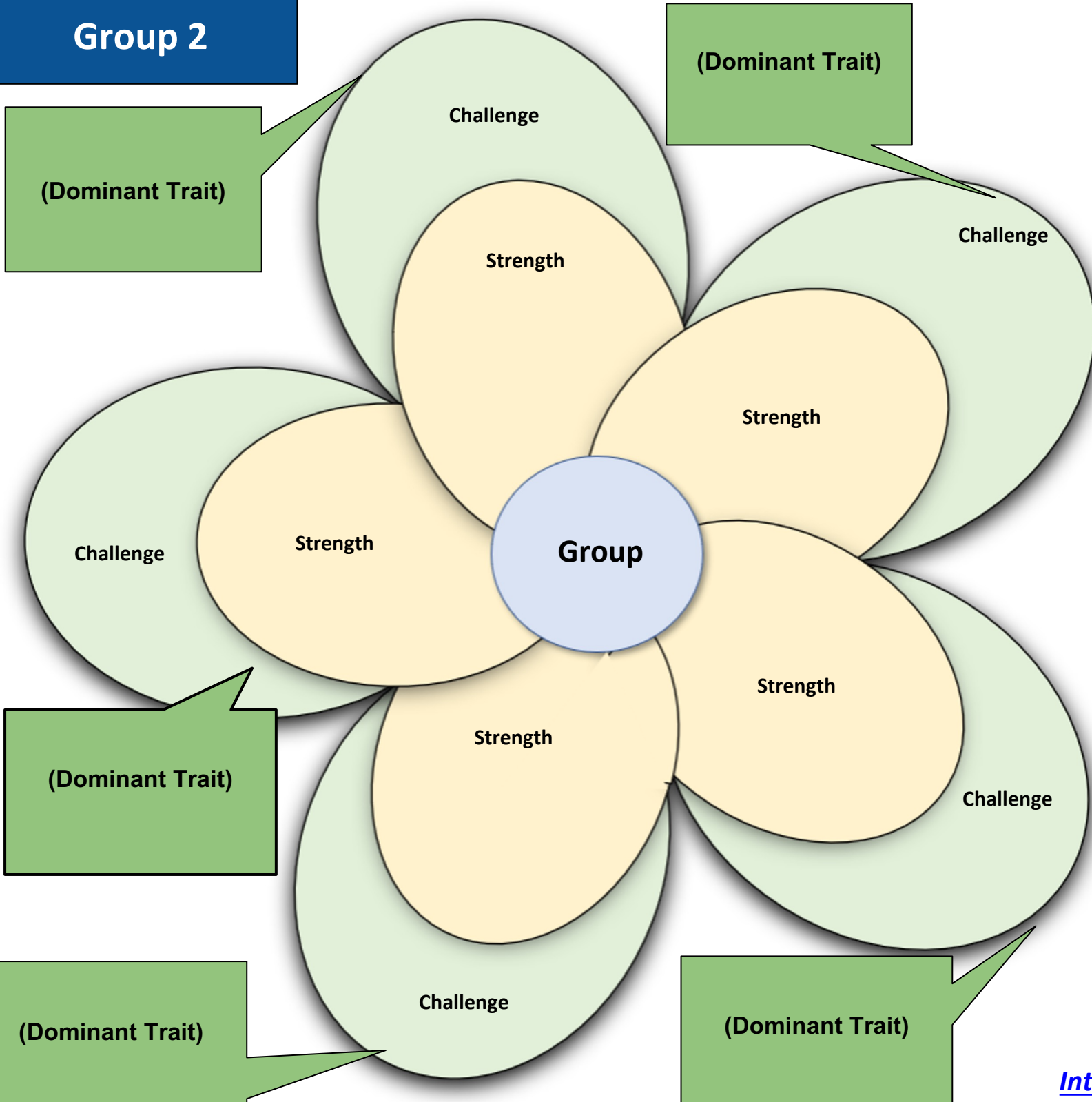
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 2



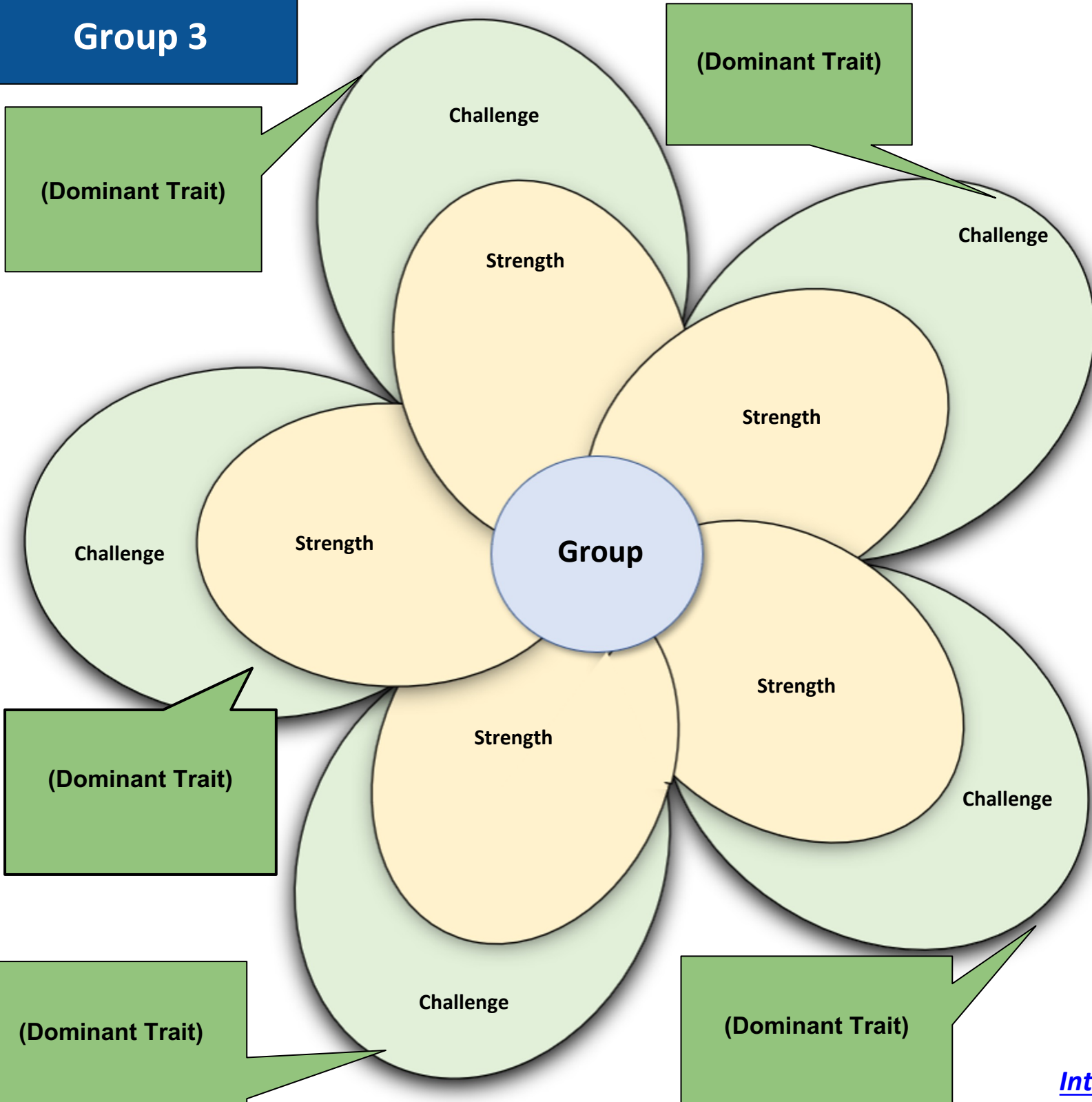
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 3



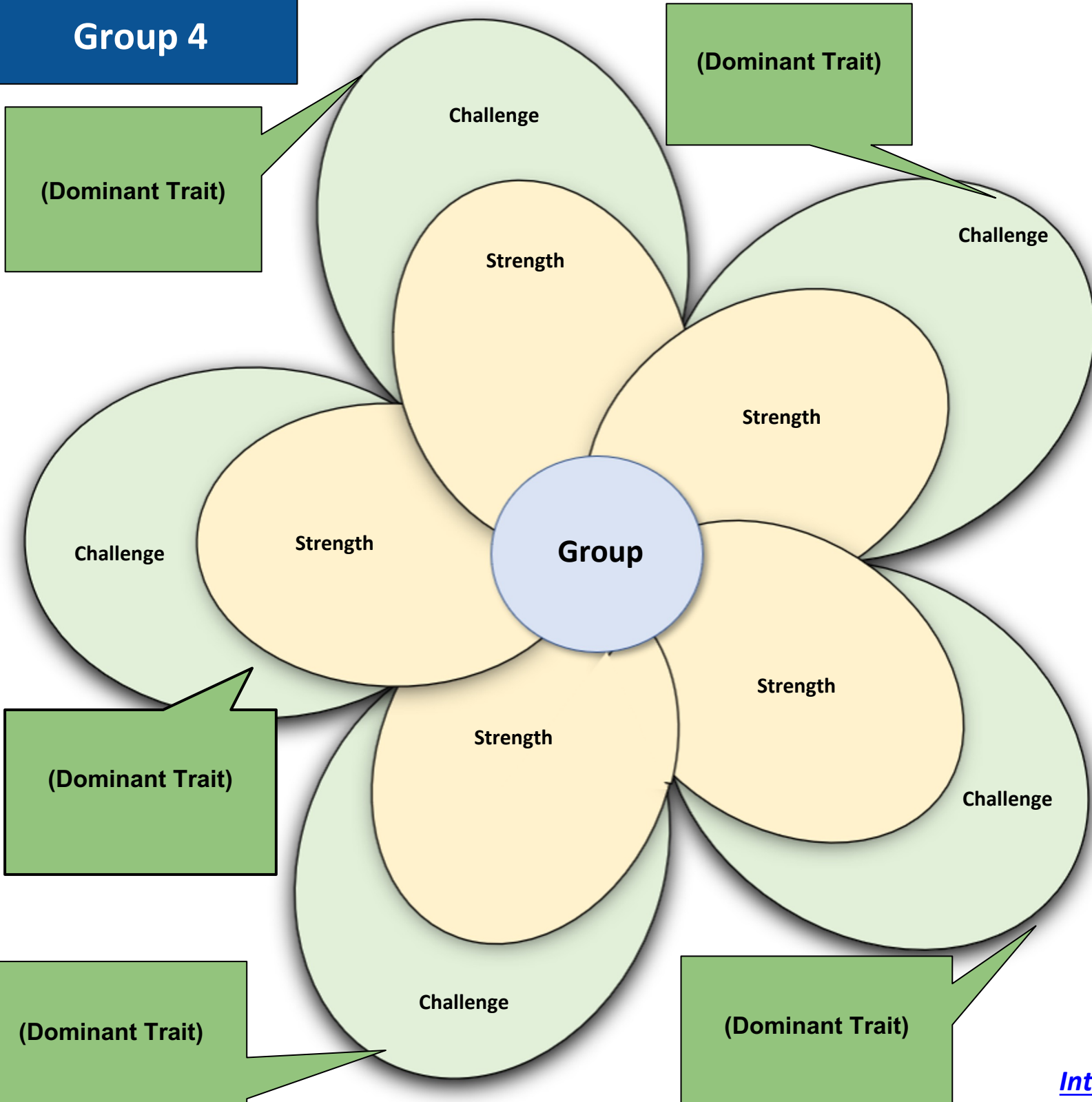
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 4



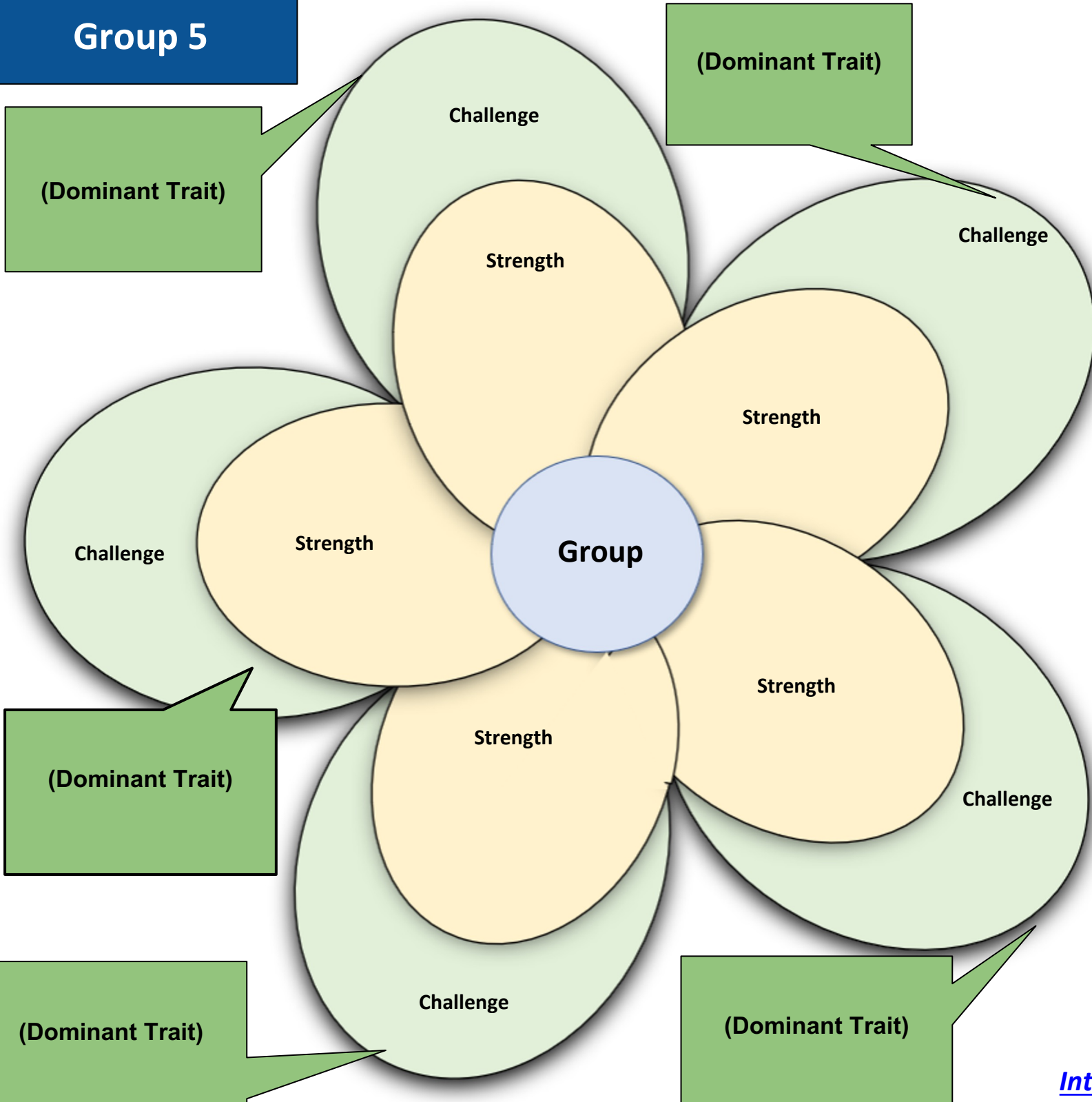
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 5



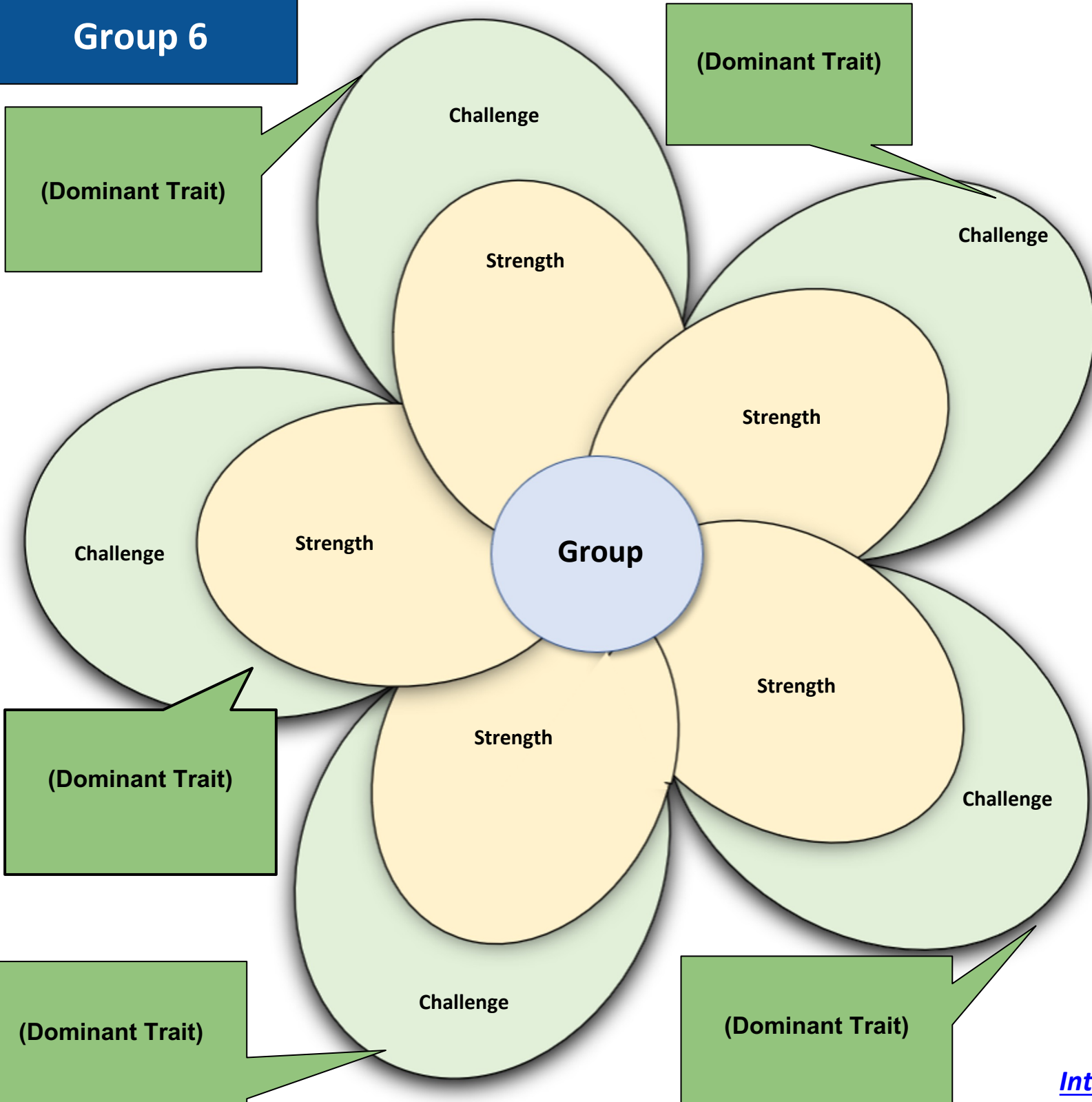
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 6



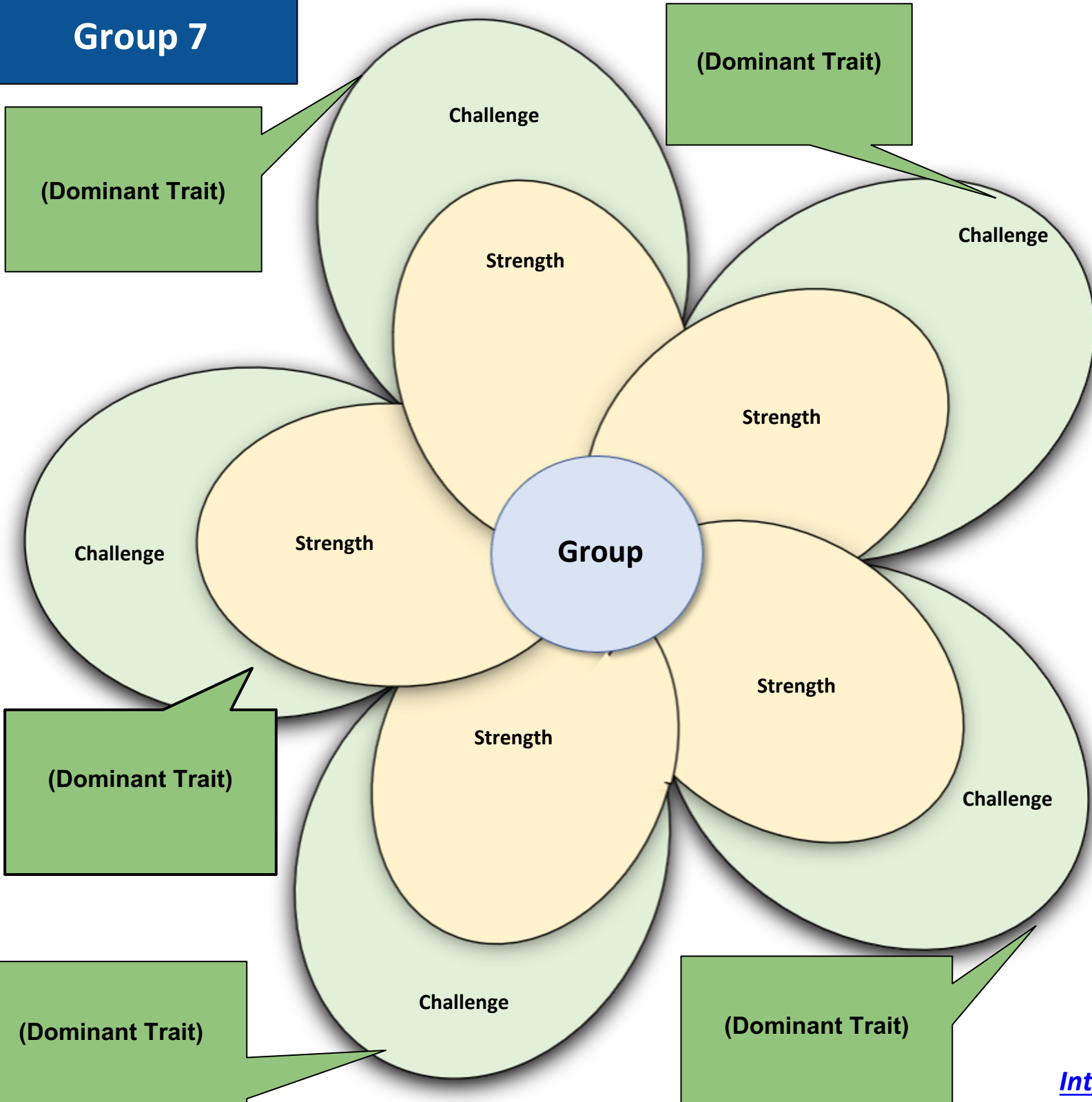
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 7



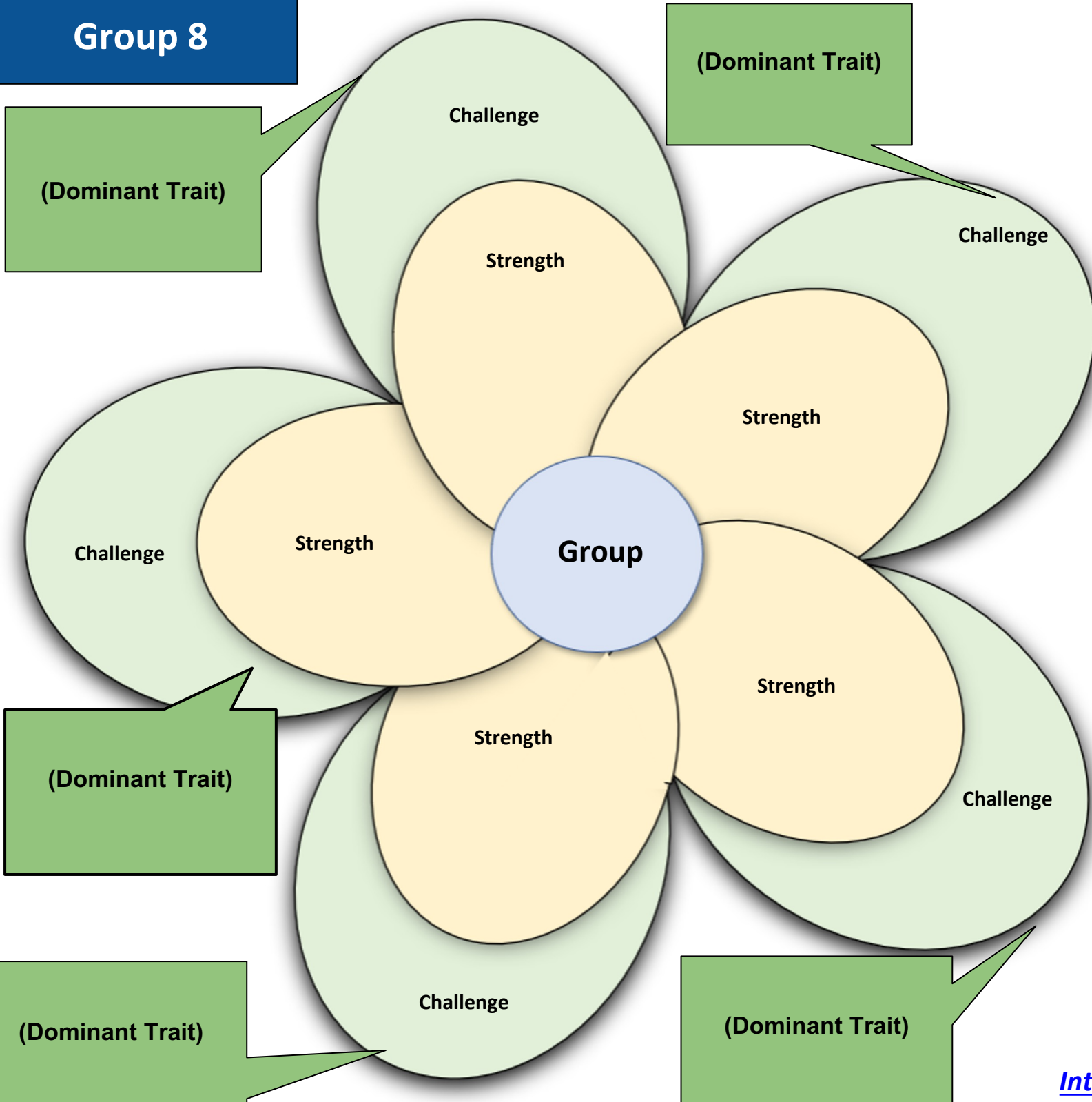
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 8



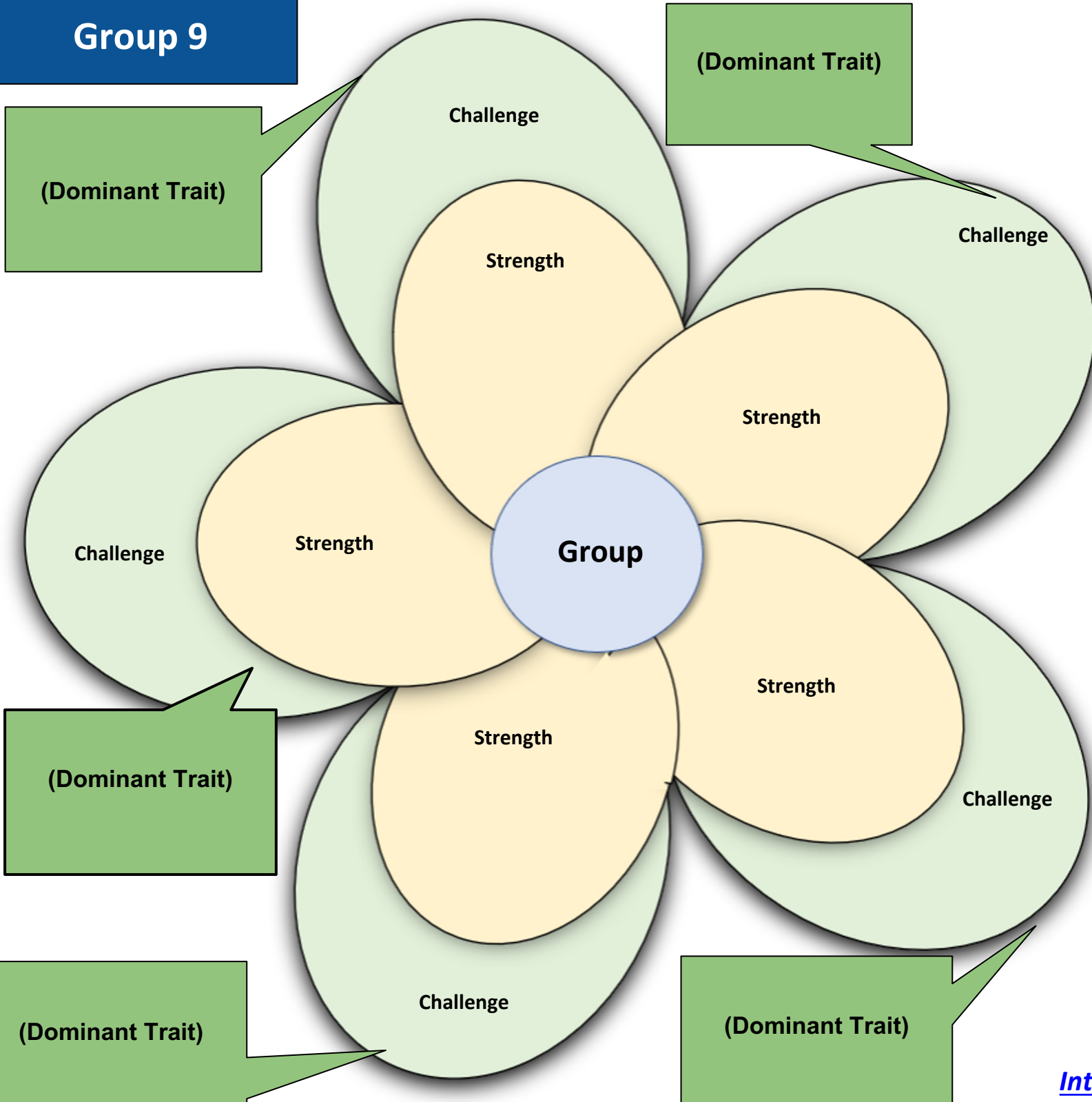
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 9



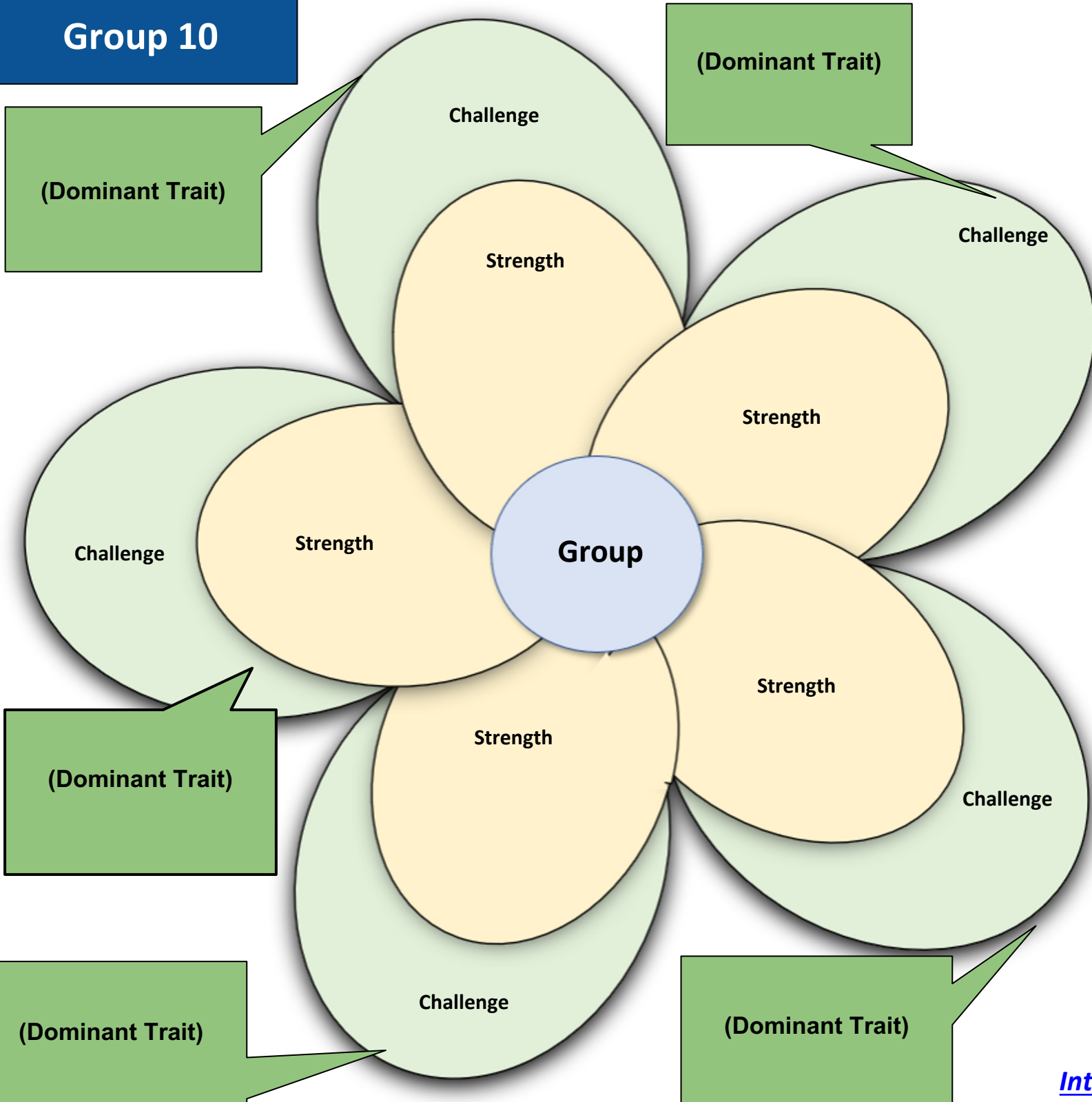
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 10



Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 1



(Dominant Trait)
race

(Dominant Trait)
Wealth

Challenge
No one in our group is a white person.

Strength
Being a diverse person can be a good thing because you have a sense of appreciation for other cultures like yours.

Challenge
Wealthier people have more access to resources that can help them succeed.

Strength
You can work harder to try to get yourself a better job and access to money and wealth.

Challenge
Not having high education such as degrees

Strength
You can change your education and get better later on to get masters etc.

Group:
Isabelly,
Deisy, Abby,
Elijah

Strength
Women also are powerful people with admirable qualities like empathy, dignity and kindness which makes them valuable people too.

Challenge
Men are typically have more power in society.

(Dominant Trait)
Education

Strength: speaking than one more language has a lot advantages, for example ease of communication with people from different countries and more opportunities.

(Dominant Trait)
language

Challenge
Learning new language

(Dominant Trait)
Gender

Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 2



LANGUAGE

GENDER

Not all genders have same job which means less privilege for some of us.

Strength

Not all of us can speak spanish fluently, not allowing us to communicate in spanish.

We all can speak english, so we can communicate with only english speakers.

Group 2
Diego, Yolanda, Amanda, Tami

Strength

We are not rich thus unable to just buy anything in the world at whatever price.

We are all young, so we are looked down on from older people who supposedly "know how things work" unlike us.

We are all in the same age group bracket, so we can understand each other

Strength

SOCIAL CLASS

We don't have the same race backgrounds so we don't have the same privilege

AGE

RACE

Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)



Wealth

sex

Assume women don't have the capability to carry out certain tasks

As a man you get more benefits.

As a middle class in wealth we don't get as much access as upper class people

People with more wealth have more privilege

Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Narciso, luis, celeste, ian

No being white as they have more privilege

Being white

Older people have more opportunities

Younger people have less authority and access to certain things

race

Being able to speak english as it is a requirement in most jobs

Not speaking the main language in the us (english)

Age

Language

Group 4



Age Group

Language

- Not knowing english
- Only knowing a foreign language

- Knowing multiple languages
- Learning languages would be learning different cultures

- Elders would have more privileges
- Teenager would have minimal privileges as an adult

- Children don't get punished as how an adult would

Julienn
Ava
Alexis

- Plenty of privileges

- Getting paid more because of working a lot of hours

- Lower education rights
- Overworking employments

- Gaining more power
- Not to worry about low income if paid a fair amount

- Having no money at all and being poor
- Having enough to have a home

White

- Not being able to speak to other cultures
- More power/privileges over other ethnicities

Wealth

Mexican

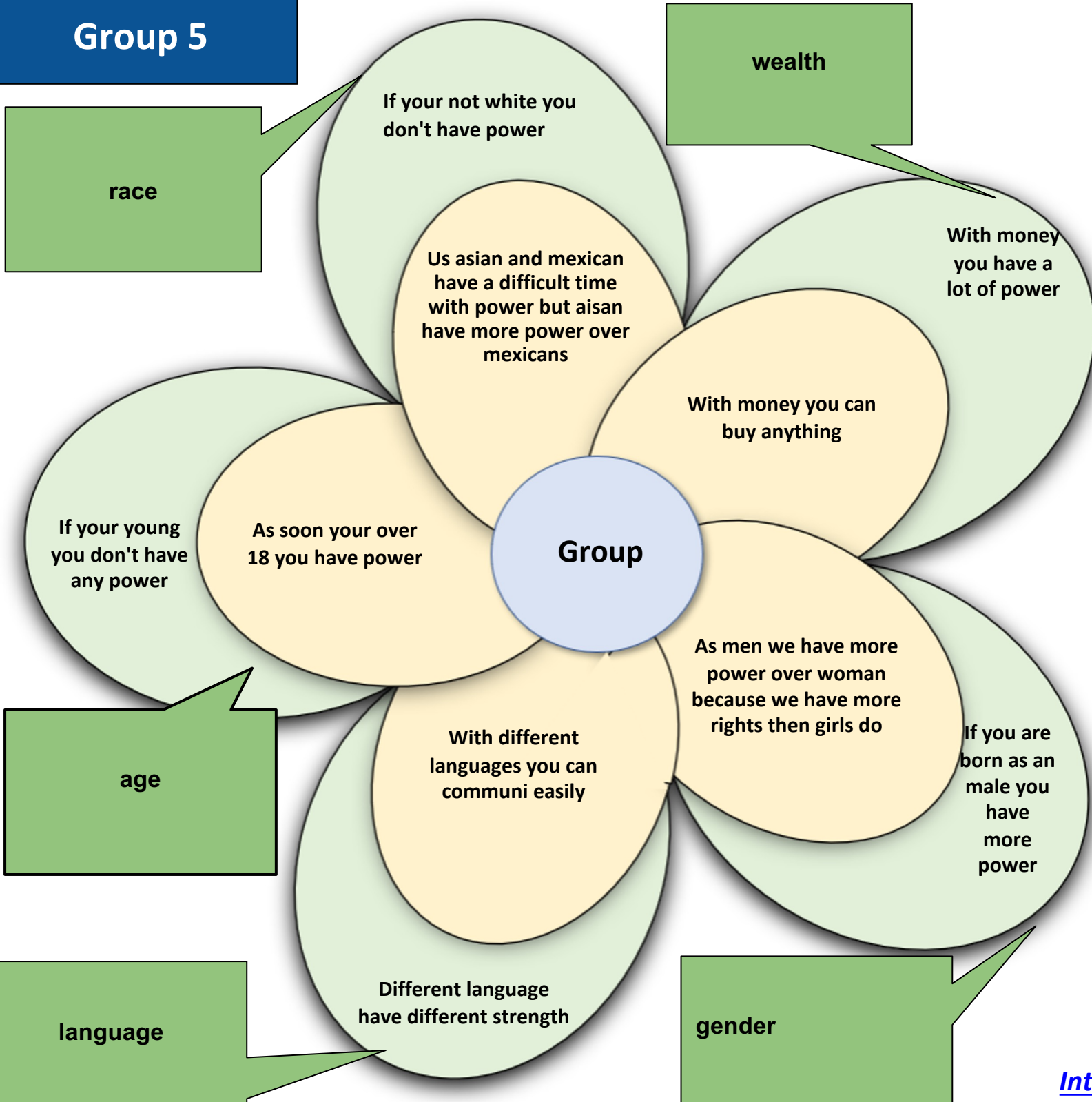
Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

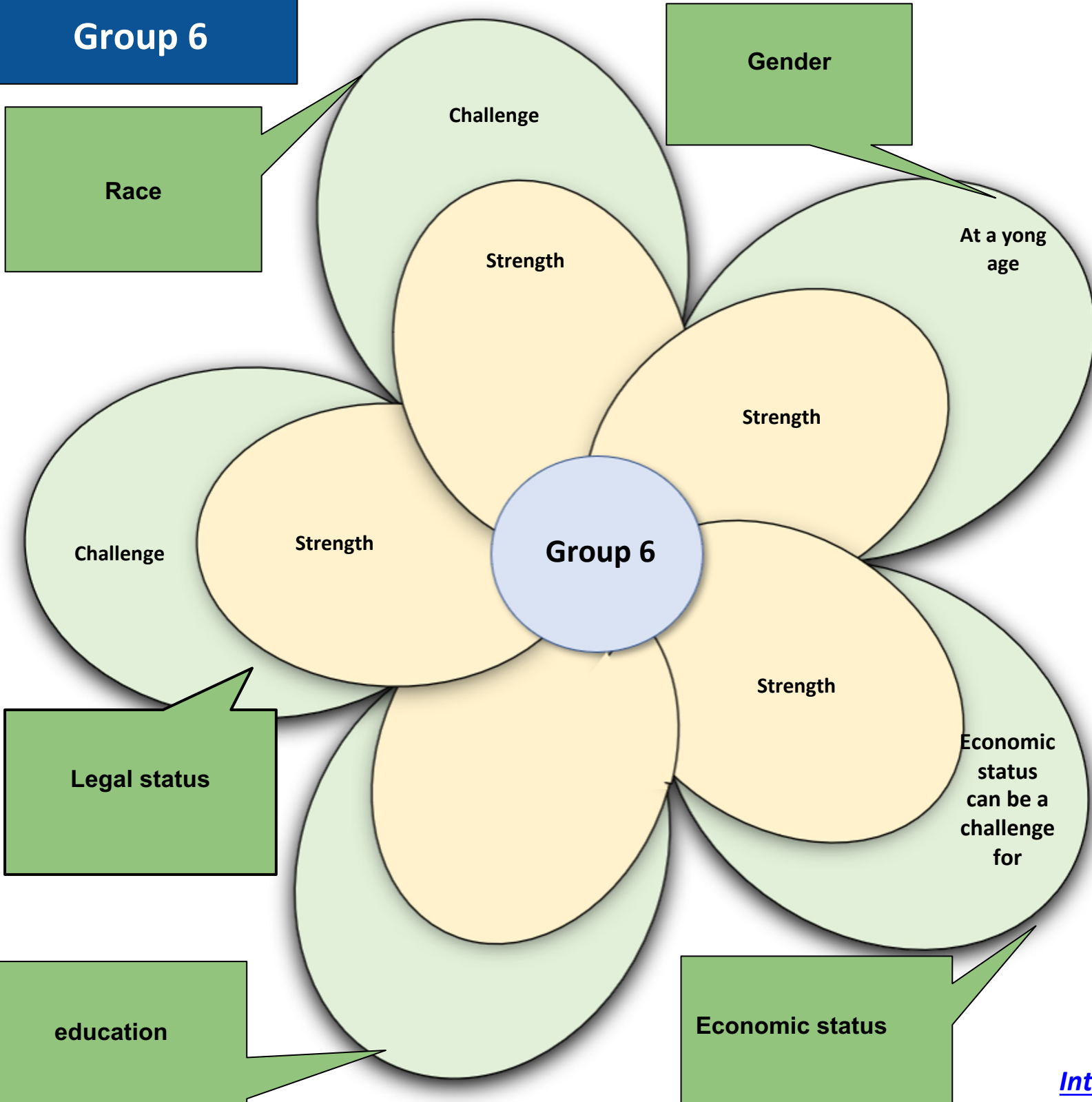
Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

Group 5



Group 6



Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

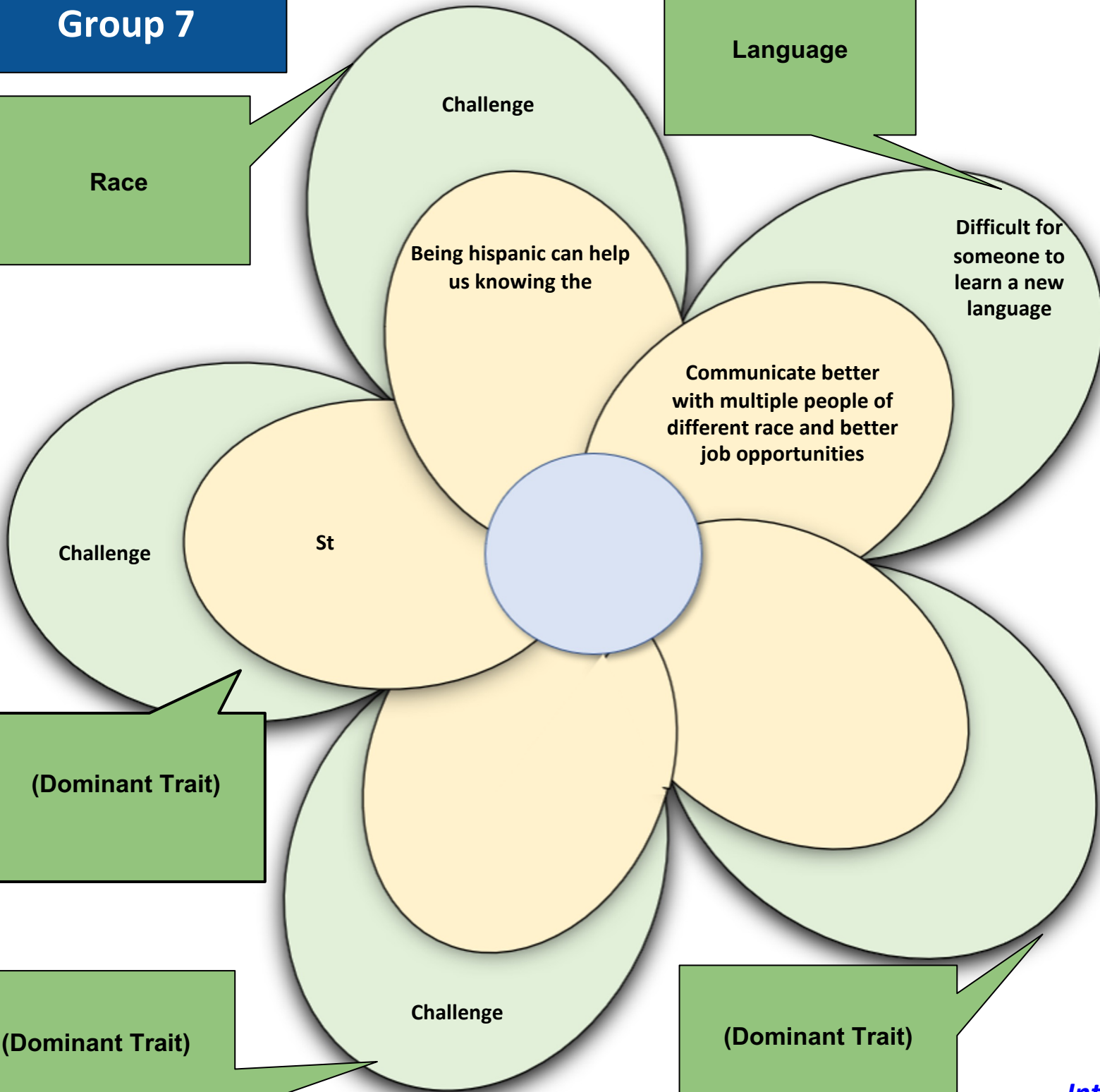
Personal or group challenges related to dominant power (outer petals)

Group 7



Race

Language



Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

(Dominant Trait)

(Dominant Trait)

(Dominant Trait)

Group 8



Wealth

People have more resources available to them due to wealth

Race

People stereotype you based on your race

Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

You can always start from the bottom and build yourself up till when you do have money and gives you availability for resources

People will always fight for their equal rights and many have succeeded before

Group 8

People might think differently of people who aren't part of their religion

There is people who support the same beliefs as you

Religion

Being able to speak multiple languages is very useful

Not having english as your first language can be troubling

Younger people have more time to develop better ideas as they get older

Older people have more power over younger people

Age

Language

Group 9



Race

Age

Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

white

We agree white people have more power

Older people

Older people have more experience in life and get more privileges

men

Men have more power than women

Group 9

Most people speak english you can go to a different country and people will speak english

english

gender

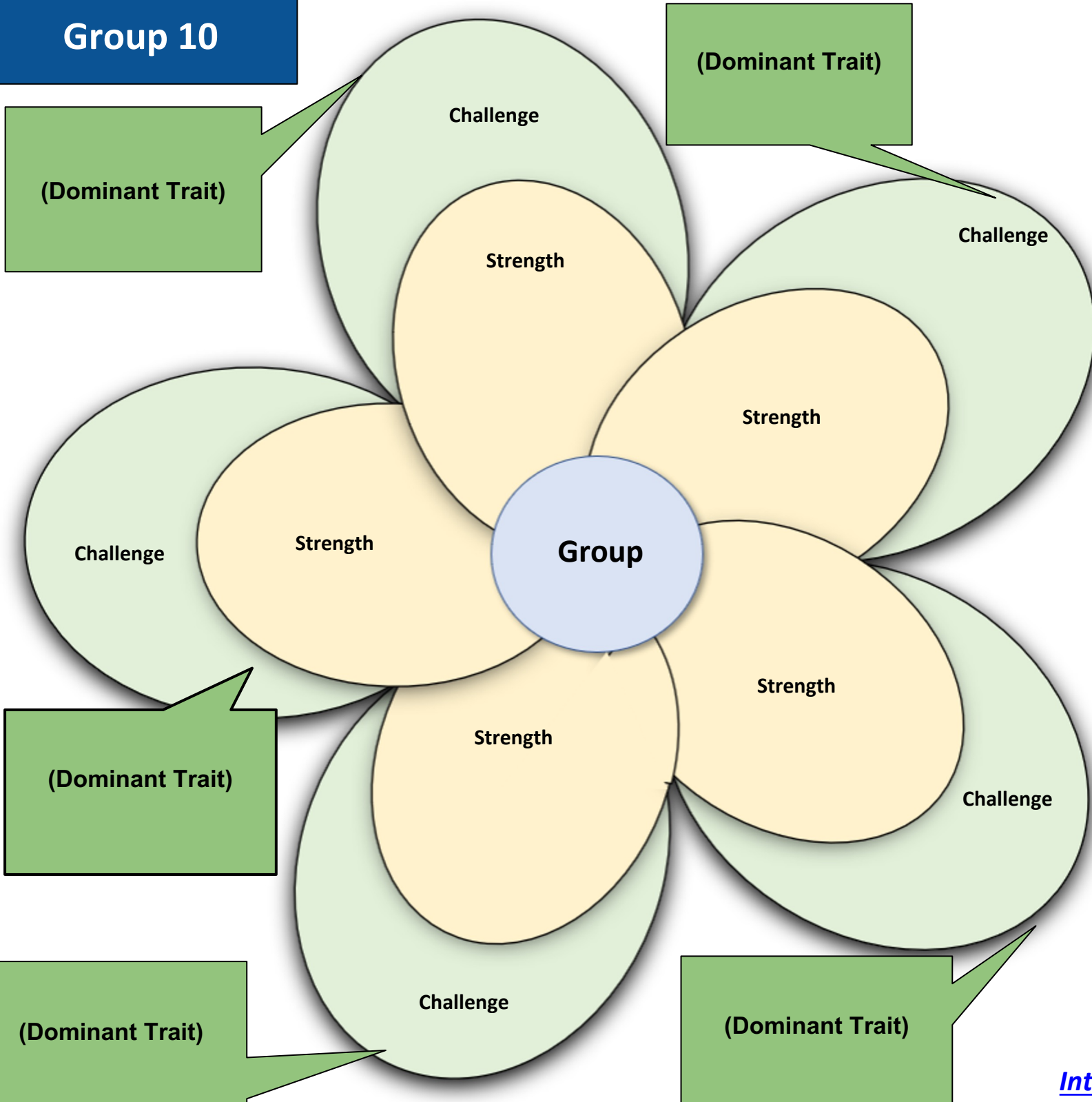
Upper Class get more privileged than people with lower class

upperclass

Language

Social class

Group 10



Identities / Sources of Power (outer boxes)

Individual or group of interest (inner circle)

Personal or group strengths related to the dominant power (inner petals)

Personal or group challenges related to dominant power (outer petals)

3.2.8 The Stono Rebellion 1739 (source #7)

EQ: What methods did enslaved people use to fight back against slavery and how effective was that in ending the institutions of slavery?

The Stono Rebellion 1739

South Carolina, September 9, 1739: A band of slaves marched down the road, carrying banners that proclaim "Liberty!". They shout out the same word. Led by an Angolan named Jemmy, the men and women continue to walk south, recruiting more slaves along the way. By the time they stop to rest for the night, their numbers will have approached one hundred. What exactly triggered the Stono Rebellion is not clear.

Many slaves knew that small groups of runaways had made their way from South Carolina to Florida, where they had been given freedom and land. Looking to cause unrest within the English colonies, the Spanish had issued a proclamation stating that any slave who deserted to St Augustine would be given the same treatment. Certainly this influenced the potential rebels and made them willing to accept their situation.

A fall epidemic had disrupted the colonial government in nearby Charlestown (Charleston), and word had just arrived that England and Spain were at war, raising hopes that the Spanish in St. Augustine would give a positive reception to slaves escaping from Carolina plantations. But what may have actually triggered the rebellion on September 9th was the soon-to-be-enacted Security Act.

In mid-August, a Charlestown newspaper announced the Security Act. A response to the white's fears of insurrection, the act required that all white men carry firearms to church on Sundays, a time when whites usually didn't carry weapons and slaves were allowed to work for themselves. Anyone who didn't comply with the new law by September 29 would be subjected to a fine. Whatever triggered the Rebellion, early on the morning of the 9th, a Sunday, about twenty slaves gathered near the Stono River in St. Paul's Parish, less than twenty miles from Charlestown. The slaves went to a shop that sold firearms and ammunition, armed themselves, then killed the two shopkeepers who were manning the shop. From there the band walked to the house of a Mr. Godfrey, where they burned the house and killed Godfrey and his son and daughter.

They headed south. It was not yet dawn when they reached Wallace's Tavern. Because the innkeeper at the tavern was kind to his slaves, his life was spared. The white inhabitants of the next six or so houses they reach were not so lucky -- all were killed. The slaves belonging to Thomas Rose successfully hid their master, but they were forced to join the rebellion. (They would later be rewarded. See Report re. Stono Rebellion Slave-Catchers.) Other slaves willingly joined the rebellion. By eleven in the morning, the group was about

50 strong. The few whites whom they now encountered were chased and killed, though one individual, Lieutenant Governor Bull, eluded the rebels and rode to spread the alarm.

The slaves stopped in a large field late that afternoon, just before reaching the Edisto River. They had marched over ten miles and killed between twenty and twenty-five whites. Around four in the afternoon, somewhere between twenty and 100 whites had set out in armed pursuit. When they approached the rebels, the slaves fired two shots. The whites returned fire, bringing down fourteen of the slaves.

By dusk, about thirty slaves were dead and at least thirty had escaped. Most were captured over the next month, then executed; the rest were captured over the following six months - all except one who remained a fugitive for three years. Uncomfortable with the increasing numbers of blacks for some time, the white colonists had been working on a Negro Act that would limit the privileges of slaves. This act was quickly finalized and approved after the Stono Rebellion. No longer would slaves be allowed to grow their own food, assemble in groups, earn their own money, or learn to read. Some of these restrictions had been in effect before the Negro Act, but had not been strictly enforced.

Vocabulary

Term	Definition	Example Sentence
insurrection (noun)	a violent uprising against an authority or government.	The government was overthrown during a violent insurrection.
proclamation (noun)	a public or official announcement, especially one declaring something important.	The king issued a proclamation declaring war on the neighboring kingdom.
epidemic (noun)	a widespread occurrence of an infectious disease in a community at a particular time.	The city was hit by an epidemic of the flu, causing widespread illness.
elude (verb)	to escape from or avoid, especially in a clever or skillful way.	The thief managed to elude the police by blending into the crowd.
fugitive (noun)	a person who has escaped from captivity or is running away from the law.	The fugitive was eventually captured after a long chase.

ANALYZING MAP

Name: _____

Focus Question: _____

Title of map: _____ Data Source: _____ Date: _____

Chart Source: _____ Retrieved from: _____

Historical Context:

Chart: *Paste chart here:*

Where is the map from

Location:

What does it measure?

Purpose:

The map shows the relationship(s) between...

	...which may help answer the focus question because...
--	--

WHAT DO I SEE?	PATTERNS & RELATIONSHIPS?
-----------------------	--------------------------------------

--	--

QUESTIONS: <i>I wonder... My reaction to this observation is...</i>
--

--

IDENTIFY THE MESSAGE <i>What claim can you make related to the focus question?</i>	IDENTIFY THE EVIDENCE <i>What trend, relationship or pattern in your data supports your claim?</i>
--	--

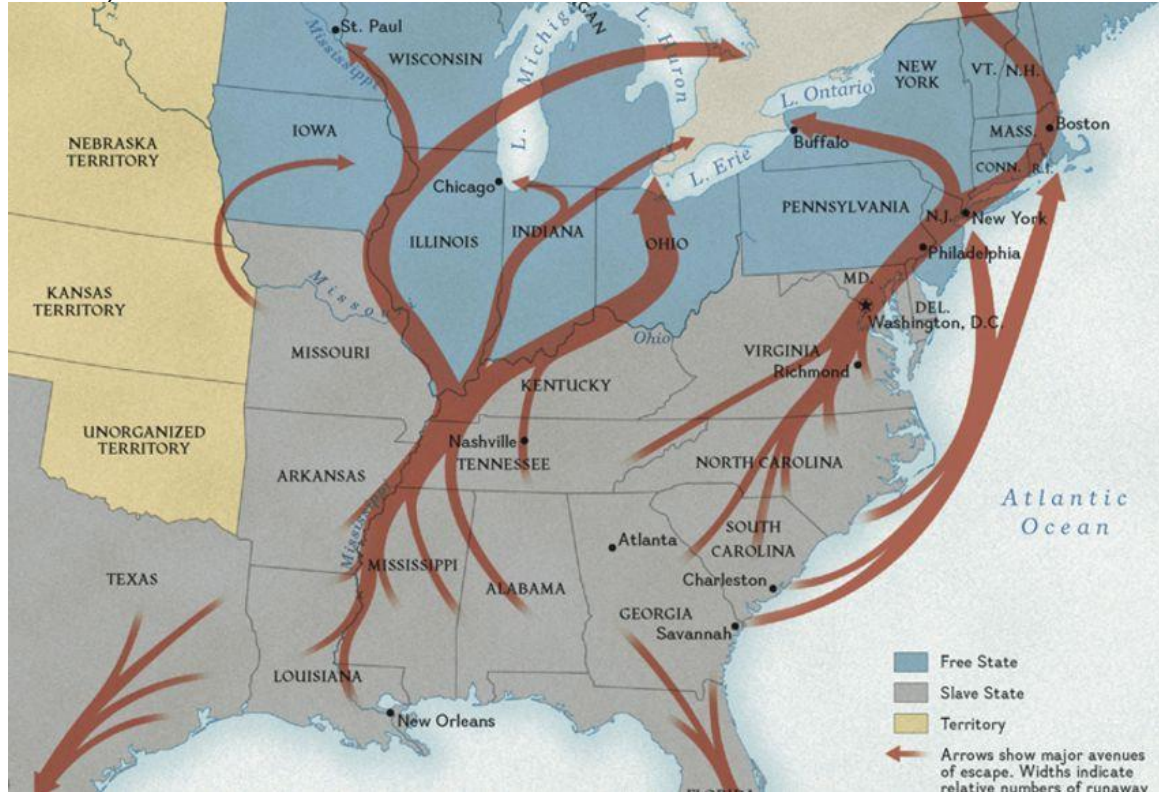
This map leads me to believe that ...

APPLY THE ANALYSIS: *How will this data and your analysis help answer the focus question?*

Data Charts for Analysis:

The Underground Railroad

Context: Map. The Underground Railroad was the network used by enslaved black Americans to obtain their freedom in the 30 years before the Civil War (1860-1865).



Back Ground: The Underground Railroad was the network used by enslaved black Americans to obtain their freedom in the 30 years before the Civil War (1860-1865). The “railroad” used many routes from states in the South, which supported slavery, to “free” states in the North and Canada.

Sometimes, routes of the Underground Railroad were organized by abolitionists, people who opposed slavery. More often, the network was a series of small, individual actions to help fugitive enslaved persons.

Abolitionists in the 1850s debate what to do about slavery Name:

Warm-up : From what we've learned the past 3 weeks, compare and contrast what you know about Harriet Tubman, Frederick Douglass, and John Brown. If you don't know, look at your handouts and you may want to research:

	Harriet Tubman	Frederick Douglass	John Brown
What they are famous for today			
Identity characteristics (what would be salient, noticeable about them in 1850s America)			
Worldview (what do they care most about, what are their values and goals in life)			
When faced with slavery and the Fugitive Slave Act in the 1850s, this person's response was...			
A famous quote and why it shows what they stood for (can find in handouts or online)			

2: Historical abolitionist: A) **Background Information that you need to write down and memorize**

What is the name of the abolitionist you've been assigned? _____

What facts did you learn about their identity and worldview?

Identity - at least 2 characteristics	Worldview - what motivated them to be an abolitionist?

B: Abolitionist Mixer: you will meet other abolitionists and learn from them. These are the guidelines and rules:

- You need to use 8 different abolitionists to answer the 8 questions.
- The conversations need to be one-on-one, not a big group.

- You need to actually talk to each other, not just copy down information from each other. Don't show your role card.
- You can either use first person ("I") or third person ("he/she/they"). But don't use accents.

1. Find someone who has an opinion about whether the abolitionist movement should support women's rights. Why do they think this?

2. Find someone who supports the use of violence in self-defense or to end slavery. Who are they? Why do they think violence is necessary or what actions did they take?

3. Find someone who does not support the use of violence to end slavery. Who are they? What nonviolent actions did they take?

4. Find someone who took part in the Underground Railroad. Who are they? What actions did they take to end slavery?

5. Find someone who escaped slavery. What is their story?

6. Find someone who was threatened, imprisoned, injured, or murdered for trying to end slavery or fight racism. What's their story?

7. Find someone who wrote an influential book, essay, or newspaper. What was the name of the publication? Why was it influential?

8. Find someone who played a role in the Civil War. Who are they? What was their experience?

C: Post mixer questions - write and be ready to share out loud:

Beyond your own character, whose story stuck out to you the most? Why?

What were some of the different ways abolitionists attempted to end slavery?

What were some of the different points of view you encountered for how to end slavery?

What were the differences between black and white abolitionists? Male and female abolitionists?