

UNIT OVERVIEW

Unit Length	These lessons, which serve as an introductory unit for the course, are designed to take 6 - 9 80 minute class periods.
Grade Level(s)/Subject(s)	Grade 8/U.S History I & Government
Unit Overview	<p>The U.S Constitution sets forth ideals that act as the guiding principles of our democracy. The Constitution itself is the nation’s fundamental law, and the ideals and values found within are protected by the democratic principle of Rule of Law. Due to the economic importance of the institution of slavery in the 13 colonies, the founders wrote legal protections for slavery into the Constitution that founded the nation. Not only are these protections contradictory to democratic ideals and values, they set in motion a legal system that would establish systematic racism as the rule of law in the United States.</p> <p>In this introduction to the concept of laws and justice, students will evaluate the ideals put forth in the Constitution, and analyze to which extent they have been accorded to all people of the United States. Students will analyze various primary sources in order to understand how the protection of slavery was the primary impetus for creating laws that protected the rights of land owning white males while denying rights to enslaved and free Black people. Students will also follow the development of laws after the abolishment of slavery, in order to understand how laws continued to protect the privileges of wealthy white people. Students will use this history to evaluate whether or not all laws are just and to explain the systemic racism that permeates all aspects of American life.</p>
Objectives & Outcomes	<p>Students will</p> <ul style="list-style-type: none"> ● Evaluate the fundamental principles found in the Constitution and explain why the ideals put forth have been denied to different groups of people throughout time. ● Demonstrate the ways that the Constitution provided direct and indirect protection to slavery and imbued enslavers and slave states with increased political power. ● Read and interpret primary & secondary sources in order to explain the legacy of slavery in the United States ● Explain how laws are written to protect privilege and power. ● Cite evidence to explain how early enslaved Africans and free Black people used the legal system to fight for justice and freedom
Standards	<p>New Jersey State Social Studies Standards: A. Civics, Government, and Human Rights</p>

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

D. History, Culture, and Perspectives

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security, and/or individual civil rights/privacy

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

ELA Common Core:

Key Ideas and Details:

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion

Integration of Knowledge and Ideas:

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Text Types and Purposes:

Write arguments focused on discipline-specific content.

WHST.6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

	<p>WHST.6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.6-8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.6-8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHST.6-8.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Production and Distribution of Writing:</p> <p>WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Comprehension and Collaboration:</p> <p>SL.8.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
<p>Unit Resources</p>	<p>Text of the U.S. Constitution Video: Flawed Genius of the Constitution. Thirteen.org Transcript: John Punch Court Decision How was race made? Newsela Learning for Justice Slave Voyages Site 1619 Project Kids Section The Story of Angela Explanatory Essay Rubric [.docx] Explanatory Essay Rubric [.pdf]</p>
<p>Performance Task(s)</p>	<p>Explanatory Writing - Throughout American History, various groups of people have been denied rights, power and access to wealth. Choose 1 group of marginalized people and explain through examples, how they used the justice system in their fight to gain rights, power and access to wealth. Were they successful?</p> <p>This unit focuses mainly on the history of laws that have restricted the rights of African Americans in the United States. This performance task requires students to apply their knowledge in order to identify and research other</p>

Justice for All: How Laws Preserve and/or Restrict Rights

Unit by Educators in New Brunswick Public Schools,

part of the 2021 cohort of *The 1619 Project* Education Network

1619

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	<p>marginalized groups that have been subjected to unfair laws in this country. Students will choose 1 group from a list ((including, but not limited to, Native Americans, Asians, Muslims, LGBTQ+, Women), students will follow the same format from class to research the history of laws concerning this group. From their research, students will be able to evaluate the ideals found in the Constitution and explain why these ideals have been denied to certain groups. Student research will be presented in the form of a Research paper, documentary or display.</p>
Assessment/Evaluation	<p>Summative: Explanatory Writing Assignments Formative: Exit Tickets</p>

DAILY LESSONS AND RESOURCES

Day 1 & 2: Evaluating the Preamble

Lesson Objective(s) or Essential Question(s)

Enduring Understanding: Slavery was an American economic, social and political issue.

Unit Essential Questions:

1. Can you be truly free if you are not equal?
2. How is the legal system used to limit freedom and restrict equality?
3. Why were the fundamental principles of the Constitution denied to different groups over time?

Objective:

1. At the end of this lesson, students will be able to evaluate whether or not the Constitution has lived up to its goals.

Lesson Materials & Resources

[Text of the U.S. Constitution](#)

[Preamble worksheet.DOCX](#)

[Preamble worksheet.PDF](#)

[iCivics](#)

Google Slides & Google Docs

Lesson Activities

Guiding Questions:

1. What goals did the framers of the Constitution have for the new USA?
2. Has the United States succeeded in meeting these goals for all people?

Do Now (Individually):

Use [Padlet](#) to assess student's understanding of the concept of Justice. ([Sample Padlet Board](#))

Discussion (Whole Class):

Have students share/volunteer their answers in a whole group discussion.

Direct Instruction:

Present the Constitution, history & purpose. Present & Go over the Preamble Vocabulary. (Note: if this is student's first contact with the constitution, use iCivics interactive lesson/webquest on the Constitution)

Group Read (groups of 3-4):

Read the Preamble to the Constitution. Students will highlight/identify the 6 goals written there. Pairs will share their answers.

Discussion (Whole Class):

Has the Constitution lived up to its goals? Why or why not. Accept all valid answers from students.

Exit Ticket (Individually):

Use prompts to create a Google Slides presentation in which you rewrite/correct the preamble to reflect principles and ideals you feel are missing:

- Is the USA a Free and Fair Country? Use at least one slide to explain.
- Has the United States accomplished its goals that were set out in the Constitution. Why or Why not? Use 2 slides to explain.
- Rewrite the preamble to include words or purposes would you add to make the Constitution truly fair?

Homework:

Have students watch the video [“How was race made?”](#) in order to prepare for the next lesson.

Day 3: How & Why American Chattel Slavery Was Constructed

Lesson Objective(s) or Essential Question(s)
<p>Essential Questions:</p> <ol style="list-style-type: none">1. How did race based slavery become an accepted practice in the USA?2. How do laws limit freedom and restrict equality?3. How was American slavery an economic, social and political issue? <p>Objectives:</p> <ol style="list-style-type: none">1. At the end of this lesson students will be able to explain the correlation between the increase in demand for sugar and the increase in the transatlantic slave.
Lesson Materials & Resources
<p>Newsela Article: <i>“Race and forced labor, Parts I & II: How people became property in the Americas”</i> Newsela Article: <i>“The Labor involved in producing Sugar”</i> (Students could alternatively read The 1619 Project essay, “Sugar” by Khalil Gibran Muhammad) Podcast: How was race made? Website: Slave Voyages Slavery E.S.P. Peardeck Lesson. PPTX</p> <p>Computers, Google Docs, Google Read/Write, and interactive presentation software like Pear Deck or Nearpod</p>
Lesson Activities
<p>Guiding Questions:</p> <ol style="list-style-type: none">1. How was slavery an Economic issue?2. How did the demand for a product (sugar) and its dangerous manufacturing process expand the need for enslaved labor? <p>Pre-work: Students should have watched the video “How was race made?” for homework the night before the lesson. Have students identify the Who and Why of enslaved status. Facilitate a whole Group discussion on the video.</p> <p>Do Now: Project images of Candy. Have students vote for their favorite.</p> <p>Direct Instruction: Teacher uses Peardeck lesson to explain the history, popularity & origin of sugar cultivation in the Americas. Include an explanation of the plantation system in the Caribbean and the concept of mercantilism. (Vocabulary: Cash Crops, Plantation, Wealth, profit, Mercantilism).</p> <p>Guided Reading:</p> <ol style="list-style-type: none">1. Students independently read the Newsela article, <i>“The Labor involved in producing Sugar”</i>

2. Students Turn & Talk with a peer about the Dangers of Sugar Production. Their guiding question for the paired conversation is: “Why do you think these dangerous conditions were forced upon enslaved people?”
3. Have the whole class come together to share their ideas and check for understanding. Potential question prompts include: What was most dangerous about Sugar Production? Why do you think so many enslaved people were needed to do this work? Why weren't free laborers used in this work?

Partner Activity:

Student pairs visit www.slavevoyages.com and interact with the website. (Students must watch the instructional video on how to use the Timelapse Map) While navigating the site students will respond to the following questions:

- What do you notice about the movement of ships through 1650? Where are they going?
- At the start of the Slave Trade, which European Country is the largest transporter of captive Africans?
- As time goes on, how does this change?
- Why do you think more countries got involved in the slave trade?
- Why do you think the demand for enslaved labor increases over time?
- What connection does the slave trade have to the development of the colonies?

At the end of the activity time, bring the class back together to share their responses and discuss the activity.

Exit Ticket:

Summarize the connection between the increased demand for sugar and the increase in the colonial slave trade.

Homework:

Read Newsela Article: *The Stories of Modern Slavery* or *Wars, poverty and greed keep millions enslaved*. Have students answer the “Quiz” questions.

Days 4 - 5: Virginia Slave Codes

Lesson Objective(s) or Essential Question(s)
<p>Objectives:</p> <ol style="list-style-type: none"> 1. At the end of this lesson, students will be able to explain the genesis of slavery in the 13 Colonies, and the response of those enslaved to this condition. 2. At the end of this lesson students will be able to explain how race based slavery became an institution in Virginia.
Lesson Materials & Resources
<p>1619 Project Kids Section The Jamestown Chronicles The Chronicles of Angela Virginia Slave Code Newsela : <i>Article - Race and forced labor, Part I & II: How people became property in the Americas</i></p> <p>Google Docs, Google Slides or other presentation software, Chart Paper</p>
Lesson Activities
<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. How did slavery become the norm in the 13 Colonies? 2. What was the response of enslaved people to their condition? 3. How did European Colonial Society & Government force the status of enslaved people on Black people? 4. How did colonial governments provide direct protection of slavery? 5. How did colonial society reinforce the protection of slavery? 6. How were laws that allowed slavery possible under the Constitution? <p><u>Part 1</u> Do Now: Teacher facilitates a class discussion and review of homework questions: Where and how does slavery exist today? What are the characteristics and issues that make slavery possible in 2022? How is modern day slavery similar to or different from chattel slavery from the past? Encourage students to use their understanding of slavery to infer how an illegal institution can still exist today? What continues to drive the existence of slavery?</p> <p>Partner Activity: In Pairs students will read and analyze the 1619 PDF. The questions they will use to guide their analysis are:</p> <ul style="list-style-type: none"> • What are some of the myths about slavery? • Why would people believe the myths about slavery? • What facts on this document give you hints about how slavery was enforced, or why it lasted so long? • Why don't schools teach about slavery? • Why do Politicians and adults avoid the subject? <p>Direct Instruction:</p>

Present the History of the White Lion and her landing in Point Comfort Va., 1619. Include information/explanation on Indentured Servitude.

Guided Reading:

Students will read [the Jamestown Chronicles](#), [the Chronicles of Angela](#), [Responses to enslavement](#) and highlight answers to the following guided questions:

- Were the captives on the White Lion kept enslaved?
- Find the proof that the captives were respected in their work
- Find the proof that they were respected as much as white, male landowners.
- Highlight the chronology of enslavement in Virginia

After reading, have students turn and share their answers with a partner. Pairs will then volunteer answers to a class discussion.

Closing:

As a class, listen to [the sentencing of John Punch](#) following along with [the transcript](#). After listening, students respond to the closing question: Was the Court's decision fair? Why or why not?

Part 2

In the last part of this lesson, decide what is best for your students and their levels. You can choose to analyze just a few of the codes, or all of them. You can rewrite them in modern English, or just read excerpts. If the original codes are used, explain the irregularities of the English language at that time. Create a glossary of those words that you feel will be most difficult for your students to understand. Make sure you explain the concept of tithing, and which people paid taxes or were considered taxable because of their enslaved status. In addition, you can use these legal codes to compare & contrast Indentured Servitude with Slavery or Servitude with any other legal status (landowner, women, children etc)

Do Now:

Class discussion responding to the question: What is the purpose of laws? Are all laws Fair?

Guided Reading:

1. Teacher provides copies of the Virginia Slave Codes to all groups. Read the codes out loud to the class. Students mark the margins for questions, wonderings, "Notice & Note" as well as any connections to the present day.
2. Students volunteer their observations while the teacher answers any questions or clarifies any confusion that does not directly answer the activity objective.

Group Activity:

Students will re-read the slave codes, using a teacher provided glossary. Focusing on the dates, groups will create a timeline, or chronological chart of the advent of race based slavery in Virginia. On their timelines, groups will summarize the meaning of each law in 2 -3 sentences. Group timelines should be displayed in the classroom after completion.

Exit Ticket/Reflection:

How were laws in Virginia, developed over time to deny freedom to captive Africans? Why was freedom denied to Africans?

Homework:

Read the 2 Newsela Articles: *Race and forced labor, Parts I & II: How people became property in the Americas*. Use Google Read/Write to highlight the three characteristics that define an enslaved person. Students will summarize these characteristics in their own words.

(Note for IEP, and ICS students: Newsela offers leveled text, text to speech, and highlighting capabilities. Prior to assigning these readings, however, check to make sure the lower level text created by the platform does not exclude important details for the sake of simplicity. Also, depending upon the ability of your students, the readings can be made into a classwork assignment where students will have additional support as they read.)

Day 6: The Defining Characteristics of Slavery

Lesson Objective(s) or Essential Question(s)
<p>Objectives:</p> <ol style="list-style-type: none"> At the end of this lesson, students will be able to explain, in a 3 - 5 paragraph essay, how American slavery was a social, political, and economic issue.
Lesson Materials & Resources
<p>Newsela Article: <i>Race and forced labor, Part I & II: How people became property in the Americas</i> Explanatory Essay Rubric [.docx] Explanatory Essay Rubric [.pdf] Explanatory Writing Task [.doc] Explanatory Writing Task [.pdf]</p> <p>Google Docs, Google Slides or other presentation software, Chart</p>
Lesson Activities
<p>Guiding Questions:</p> <ol style="list-style-type: none"> How did slavery become the norm in the 13 Colonies? How did European Colonial Society & Government force the status of enslaved person onto Black people? What defining characteristics did colonial society use to reinforce the protection of slavery? <p>Do Now: Turn & Talk: Share your HW summaries with a partner</p> <p>Whole Group/Teacher Guided: Teacher facilitates a class discussion and review of homework questions:</p> <ul style="list-style-type: none"> What are the characteristics that made a person enslaved? How was this possible under the Constitution? <p><i>Student answers should be written on 3 large pieces of chart paper - one for each characteristic. Further the discussion: have students consider who is entitled to justice under the Constitution? Refer back to the Guiding Questions and prompt them to infer answers.</i></p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> Refer back to the Enduring Understanding from lessons 1&2: Slavery was an American Economic, Social and Political Issue. Present the Writing Task & Rubric for an Explanatory Essay (Note: The writing can be assigned as either a 3 or 5 paragraph essay depending on the desired outcome for learning) Use preferred scaffolding methods to guide student writing. <p>Homework: Complete Essay</p>

Day 7: Are all laws just? How Systemic Racism begins.

Lesson Objective(s) or Essential Question(s)
<p>Essential Question:</p> <ol style="list-style-type: none"> How does systemic racism begin? How does privilege influence justice? <p>Objectives:</p> <ol style="list-style-type: none"> At the end of this lesson students will be able to explain how those in power use laws to limit the freedom and powers of others
Lesson Materials & Resources
<p>"The Wealth Gap" by Trymaine Lee Cause & Effect Table [.doc] Cause & Effect Table [.pdf] Student Notebooks, Google Docs</p>
Lesson Activities
<p>Guiding Questions:</p> <ol style="list-style-type: none"> How do laws restrict freedom and violate rights? Are all laws just? How do events in History influence us today? <p>Do Now: With a partner, discuss and answer the guiding questions. Use examples to back up your opinion.</p> <p>Whole Group/Teacher Guided:</p> <ol style="list-style-type: none"> Teacher facilitates a discussion based on the Do Now Questions. Encourage students to use specific examples, especially examples from primary sources analyzed in previous lessons. Guided/Choral reading of Trymaine Lee’s essay, The Wealth Gap: <ol style="list-style-type: none"> Distribute paper copies, or use digital copies. Set the purpose for reading with these questions: What laws were granting Black citizens rights? What laws were prohibiting the rights of Black citizens? Who was writing these laws? What were the main reasons for writing these laws? What are the effects of these laws on the Black community today? Students highlight the answers as they read. (Note: Google Read/Write allows for highlighting text and text to voice capability. If you have google, simply add this extension) Clarify any questions students may have as they read. (Modification: Read the article out loud to your students or use the text to voice tool on Google Read/Write) <p>Partner Activity: Have pairs review the highlighted portion of the article. Students will use the facts they highlighted in the article to complete a cause and effect chart.</p> <p>Exit Ticket/Reflection: In your own words summarize how laws are used to take away freedom and limit rights. In your summary, explain the purpose for creating these types of laws.</p>

Days 8 & 9: Performance Task

Lesson Objective(s) or Essential Question(s)
Essential Question: 1. Has the United States lived up to the ideals set forth in the U.S. Constitution?
Lesson Materials & Resources
Vocabulary: marginalized Explanatory Essay Rubric [.docx] (can be modified for other forms of presentation) Explanatory Essay Rubric [.pdf] Performance Task [.doc] Performance Task [.pdf] CNN10 Student News or other news site tailored for students
Lesson Activities
Guiding Questions: 1. How do laws limit freedom and violate rights? 2. Throughout American History, what other marginalized groups have been the target of unfair laws? 3. Why are certain groups targeted by unjust laws
Do Now/Anticipatory Set: Have students watch CNN10 Student News or read a current events article on an issue that is relevant to individual rights (voter suppression laws, Native American legal battles for territory, immigration, congressional redistricting etc) Facilitate a discussion on the pros & cons of these laws. Explain to students the ways in which different laws limit the rights of certain individuals. Make the connection to the performance task.
Direct Instruction: Present the performance Task. Answer any questions or clarify any confusion that students may have. Set a timeline for completion of the task. Remind or review with students the skills necessary for digital literacy: correct search terms to use, how to determine which sites are credible, relevant and student friendly. How to compare information found in sites, how to take and record notes etc.
If your students are still building research skills, take a day or two to focus on skill building.