

**UNIT OVERVIEW**

Unit Length	4-5 days
Grade Level(s)/Subject(s)	10-12 Grade: African American Studies
Unit Overview	<p>Students will examine the origins of slavery and its effect on mass incarceration and convict leasing through engagement with multiple news stories and primary source documents. Students will also make connections between economics and slavery, convict leasing, and mass incarceration. At the conclusion of the unit, students will communicate their learning by creating a persuasive arguments related to one the following issues in the form of an oral presentation, written report, or video:</p> <ul style="list-style-type: none"><li>● Convict Leasing</li><li>● School to prison pipeline</li><li>● Policing</li><li>● Social Justice and Mass Incarceration</li><li>● Recidivism</li></ul> <p><b>Themes:</b> Discrimination, Equity and Justice, Advocacy, Governance, Human Rights, Policing, Criminal Justice Reform</p> <p><b>Real-World Challenges:</b> Police killings of African Americans, inequity and discrimination, systemic racism, structural and institutionalized racism, mass incarceration, convict leasing, juvenile justice, recidivism rates, racial profiling, public policy</p> <p><b>Modern Literacies Skills:</b> Media and information literacy, ethical reasoning, metacognition, cultural literacy, social and emotional learning, critical thinking, problem-solving, political theories of justice</p>

	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some economic factors that would cause African Americans to be discriminated against?</li> <li>● How are discrimination, equity/justice, and advocacy for human rights connected?</li> <li>● To what extent did the Reconstruction amendments impact the enforcement of law and order on African American communities in the early 20th century? (Focus on convict leasing).</li> <li>● To what extent are the Fugitive Slave Acts precursors to, and predictors of, police killings of African Americans and the long-standing tension between these groups?</li> <li>● What is the role of the government in ensuring human rights?</li> <li>● How do media and information literacy align with ethical reasoning and how African Americans are portrayed?</li> <li>● How can citizens advocate for change in ways that invite others to join?</li> <li>● What are some ways students/citizens can be change agents?</li> <li>● What preventative measures are being taken to thwart adolescent youth from being charged with a crime before the age of 18?</li> <li>● Why are men of color disproportionately affected by mass incarceration rates compared to their white male counterparts?</li> <li>● Is there a correlation between disciplinary actions towards minor youth of color that may signal an unfair penal system aimed to affect them as adults? Explain.</li> </ul>
<p>Objectives &amp; Outcomes</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will examine and discuss connections between economics and discrimination.</li> <li>● Students will examine the origins of slavery and its effects on mass incarceration and convict leasing.</li> <li>● Students will discuss the impact of the Reconstruction amendments on slavery and convict leasing.</li> <li>● Students will analyze the connection between the Reconstruction and the Antebellum eras in the United States.</li> <li>● Students will analyze and discuss the Civil Rights Movement and Civil Rights Act of 1964.</li> <li>● Students will discuss the cultural impact of the “Black Lives Matter” Movement.</li> <li>● Students will examine the role of social media and its effectiveness to expose the need for criminal justice reform: from Rodney King to Geoge Floyd.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to make connections between economics and slavery, convict leasing, and mass incarceration and correlate them to similar issues around the world.</li> </ul>

## History and Impact of Convict Leasing and Mass Incarceration

Unit by Texas Trailblazers, part of the 2021 cohort of *The 1619 Project* Education Network

	<ul style="list-style-type: none"><li>● Students will be able to compare and contrast prison systems, including instances of convict leasing, in the United States and those that exist in other countries.</li><li>● Students will be able to make compelling arguments for social justice initiatives.</li><li>● Students will be able to make connections between the “School to Prison Pipeline,” as well as school disciplinary actions and rates of juvenile incarceration.</li><li>● Students will be able to synthesize the data relating to juvenile justice incarceration rates versus adult incarceration rates.</li><li>● Students will be able to analyze recidivism rates for juveniles who return to the incarceration system after 18 years of age.</li></ul>
Standards	<p>AAS TEKS: AAS.4E, AAS.9C, AAS.9D, AAS.9E and AAS.15C.</p> <p>AAS.4E Explain the impact of the convict leasing system on African Americans such as the Sugar Land 95;</p> <p>AAS.9C Analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920</p> <p>AAS.9D Analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s</p> <p>AAS.9E Analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition</p> <p>AAS.15C Describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities</p>
Unit Resources	<ul style="list-style-type: none"><li>● <a href="#">Why America's Prisons Owe Their Cruelty to Slavery by Bryan Stevenson</a></li><li>● <a href="#">“Mass Incarceration” by Bryan Stevenson</a></li><li>● <a href="#">Why Mass Incarceration Defines Us as a Society by Chris Hedges</a></li><li>● <a href="#">The 1619 Project Resources Link</a></li><li>● <a href="#">Slavery by Another Name: How cold case technology is helping researchers identify Sugar Land 95 by Pooja Lodhia</a></li><li>● <a href="#">The Sugar Land 95 Resources</a></li><li>● <a href="#">Pulitzer Center Media Literacy Resources</a></li></ul>

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	<ul style="list-style-type: none"><li>● <a href="#">Excerpts of Poetry and Essays from <i>The 1619 Project</i></a></li><li>● <a href="#">After Lockdown, Challenges Remain for North Carolina's Ex-Offenders</a> by Herbert L. White</li><li>● <a href="#">The 1619 Project Lesson Plans from Pulitzer Center</a></li><li>● <a href="#">Slavery, Mass Incarceration, and America's Founding Ideas and Documents Lesson Plan</a> by Pauline Werner</li><li>● <a href="#">Fugitive Slave Act</a></li><li>● <a href="#">Prisoners in the Pandemic</a> by Natalie Keyssar and Tana Ganeva</li><li>● <a href="#">Bryan Stevenson on Injustice in America-TED Talk</a></li><li>● <a href="#">Newseum Media Literacy Booster Pack</a></li><li>● <a href="#">SHEG (Stanford History Education Group) Media Literacy Resources</a></li><li>● <a href="#">Fugitive Slave Law-primary source</a></li><li>● Vagrancy Laws (<a href="#">example</a>)</li><li>● <a href="#">Pig Laws</a></li><li>● <a href="#">Peonage Laws</a></li><li>● <a href="#">California three-strike law</a></li><li>● Fugitive Slave Act worksheet [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li><li>● Sugarland 95 resource [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li><li>● Ticket Out observations [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li></ul>
Performance Task	<p><b>Performance Task Format: RAFT-</b> Role, Audience, Format, Task</p> <p><b>Role:</b> Social Justice Advocate <b>Audience:</b> U.S. Congress <b>Format:</b> Oral presentation, digital/written presentation (or a combination), or video <b>Task 1:</b> Using the perspective above, develop a persuasive argument that addresses one of the following issues:</p> <ul style="list-style-type: none"><li>● Convict Leasing</li><li>● School to prison pipeline</li><li>● Policing</li><li>● Social Justice and Mass Incarceration</li><li>● Recidivism</li></ul>

	<p><b>Note:</b> Your argument should be based on what you have learned during your study of this unit and any needed research. The persuasive argument should urge action on the part of Congress to support legislation that aligns with your argument. State your claim, provide evidence, and include your reasoning for your position (CER). Tell why and how your proposal/argument would provide lasting change that would improve the lives of the members of the group you selected.</p> <p><b>Task 2:</b> Draft a counter argument, in the form of a rebuttal for your argument in the form of a letter. State your claim, provide evidence, and include your reasoning for your position (CER).</p> <p><b>Task 3:</b> Make a connection to a similar issue in another country based on the topic you selected to discuss. Compare and contrast the issue and tell how the other country is handling (or addressed) the issue.</p> <p><b>Extension Activity:</b> See BH365 Performance Task, pp. 712.</p>
Assessment/Evaluation	<p>Discussions, DBQs analyzing various points-of-view, annotation of primary source documents <a href="#">National Archives</a> resource, <a href="#">HIPPO strategy</a>, <a href="#">OPTIC strategy</a>), quick writes, Kahoot, Quizzes, and exit/entry ticket Ticket Out observations [<a href="#">.docx</a>] [<a href="#">PDF</a>] (tiered for differentiation) could be used for formative assessments.</p> <p>The performance task rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>] will be used to assess students summatively.</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i> Summary of Lesson Themes</p>				
Day 1	<p><a href="#">Fugitive Slave Law-primary source</a>  <a href="#">Bryan Stevenson on Injustice in America-TED Talk</a>  <a href="#">Pig Laws</a>  <a href="#">Peonage Laws</a>  <a href="#">California three-strike law</a></p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>How are discrimination, equity/justice, and advocacy for human rights connected? <i>(Hook)</i></li> <li>To what extent are the Fugitive Slave Acts precursors to and predictors of police killings of African Americans and the long-standing tension between these groups? <i>(Background and content connections)</i></li> <li>What are some</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Four Corners strategy</a> responding to the following question: To what extent do you think mass incarceration defines America as a society? <ul style="list-style-type: none"> <li>No extent</li> <li>To very little extent</li> <li>Some extent</li> <li>To a great extent</li> </ul> </li> <li>Students will be assigned parts of the Fugitive Slave Law and will become experts. Students will be given five minutes to chunk and chew the information.</li> <li>Using the jigsaw strategy, students will teach the group the part of the primary source they were assigned.</li> <li>Students will view the TED talk by Bryan Stevenson. After viewing the talk, students will interpret how the</li> </ol>	<p>Students will use a graphic organizer (or Thinking Maps) to fill out the various parts of the Fugitive Slave Law primary source.</p> <p>Fugitive Slave Act worksheet [<a href="#">.docx</a>] [<a href="#">PDF</a>]</p> <p>Students will need technology access to view the TED talk by Bryan Stevenson.</p> <p>For the historical connection portion of the assignment students will use paper, pen or pencil to complete the assignment.</p>

		<p>economic factors that would cause African Americans to be discriminated against?</p> <p>4. How are discrimination, equity/justice, and advocacy for human rights connected?</p> <p>5. To what extent did the Reconstruction amendments impact the enforcement of law and order on African American communities in the early 20th century? (<i>Focus on convict leasing</i>)</p>	<p>past (Fugitive Slave Acts) has created long-standing tensions between law enforcement agencies and the African American communities by answering the essential question, “To what extent are the Fugitive Slave Acts precursors to and predictors of police killings of African Americans and the long-standing tension between these groups?”</p> <p>5. As a whole group students will share their analysis/interpretation over the historical connection between the Fugitive Slave Act and today’s policing agenda.</p> <p>6. If there is time, students will then review the Pig Law, vagrancy laws, and peonage laws in small groups. In their groups, they will also consider what the impacts of those laws may be today.</p> <p>7. Return to Four Corners strategy: To what extent do you think mass incarceration defines America as a society?</p> <ul style="list-style-type: none"> <li>● No extent</li> <li>● To very little extent</li> <li>● Some extent</li> <li>● To a great extent</li> </ul>	
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<p>Days 2-4</p>	<p><a href="#">Slavery by Another Name: How cold case technology is helping researchers identify Sugar Land 95</a> by Pooja Lodhia.</p> <p>Suggested readings for independent exploration:  <a href="#">After Lockdown, Challenges Remain for North Carolina's Ex-Offenders</a> by Herbert L. White  <a href="#">Prisoners in the Pandemic</a> by Natalie Keyssar and Tana Ganeva  <a href="#">"Mass Incarceration" by Bryan Stevenson</a>  <a href="#">The school-to-prison pipeline, explained</a> by Libby Nelson and Dara Lind  <a href="#">Recidivism statistics from the U.S. Department of Justice</a></p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What is the role of the government in ensuring human rights?</li> <li>2. How do media and information literacy align with ethical reasoning and how African Americans are portrayed?</li> <li>3. How can citizens advocate for change in ways that invite others to join?</li> <li>4. What are some ways students/citizens can be change agents?</li> <li>5. What preventative measures are being taken to thwart adolescent youth from being charged with a crime before the age of 18?</li> <li>6. Why are men of color disproportionately affected by mass incarceration rates compared to their white male counterparts?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will read <a href="#">Slavery by Another Name: How cold case technology is helping researchers identify Sugar Land 95</a> by Pooja Lodhia.</li> <li>2. After reading, or reviewing the accompanying film, students will analyze the role the government played in the demise of the Sugarland 95. As they review the resources, they should share their thoughts in the Sugarland 95 resource.</li> <li>3. Next, students will analyze the role media and information literacy played in exposing the Sugarland 95 through a quick-write.</li> <li>4. Students will learn how to navigate media sources in order to develop information literacy and consider the role of journalism in examining history. (Newseum and Stanford Resources) They will have this discourse in the classroom after listening to songs highlighting experiences of Black Americans.</li> <li>5. Next, students will read primary and secondary sources (suggested readings included in this unit plan) around each of the following topics:</li> </ol>	<p>Sugarland 95 resource [<a href="#">.docx</a>] [<a href="#">PDF</a>]</p> <p>Performance task rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</p> <p>The class will help develop the grading rubric for the performance task (CER) and presentation guidelines. [<a href="#">CER Checklist PDF</a>]</p> <p>Media: Songs: <a href="#">HER - I can't Breathe</a>  <a href="#">Public Enemy - Fight The Power (2020 Remix) feat. Nas, Rapsody, Black Thought, Jahi, YG &amp; QuestLove</a></p> <p><a href="#">NAS - Cops Shot the Kid</a></p>
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		<p>7. Is there a correlation between disciplinary actions towards minor youth of color that may signal an unfair penal system aimed to affect them as adults? Explain.</p>	<p>mass incarceration, recidivism, and the school to prison pipelines. As students review the resources, they should apply the information literacy skills they learned to evaluate the sources they are exploring.</p> <p>6. Students will take notes as they read. Data will be examined to see which states have the highest incidences of each issue.</p> <p>7. Students will work in groups to share what they have learned and discuss possible solutions to combat the issues they explored.</p> <p>8. Students will begin working on their performance tasks.</p>	
Day 5		Same as above	<p>Students will complete their performance tasks, present them to the whole group, and receive peer feedback using the performance task rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>].</p>	Student mode of presentation