

## UNIT OVERVIEW

Unit Length	Six lessons over two weeks (six to 11 days depending on class length)
Grade Level(s)/Subject(s)	6th-8th grade Social Studies
Unit Overview	<p>West African leaders supplied Portuguese slave traders with people who were enslaved as part of the transatlantic slave trade. Many of the people sold into slavery were captives of war. This practice decreased the population in West Africa and increased the spread of slavery in the Americas.</p> <p>Although slavery was a part of West African societies, individuals who were enslaved in West Africa before colonization of the Americas were generally war captives, convicted of serious crimes, holding debt, or individuals who were enslaved by a group as part of a political military action against another group. Being enslaved did not prevent individuals from moving between social classes and acquiring wealth. Enslavement also didn't prevent individuals from retaining civic rights and privileges in these societies.</p> <p>Colonial slavery was an especially brutal and violent institution that deprived enslaved people of all rights and freedoms. Colonial leaders codified slavery to assign a legal status to Black people in the colonies. As a result, laws supporting slavery in the British colonies that would become the United States established a social structure that created a wealthy upper class, opportunities for poor whites to elevate their social status and acquire wealth, and access to a viable source of labor and political power resting in the hands of a small group of wealthy people with political power.</p> <p>In this unit, students will investigate the slavery and resistance to enslavement in West African societies, the characteristics of colonial slavery, and how slaves codes systematically deprived free and enslaved black people of rights and freedoms.</p> <p>Students will also analyze text from the Declaration of Independence, which was drafted by Thomas Jefferson in 1776. Students will explore how Thomas Jefferson addressed slavery in an initial draft of this document. They will also analyze whether the phrase "life, liberty, and the pursuit of happiness" applies to all individuals living in the colonies, and domestic and global reactions to this document.</p>

	<p>Finally, students will investigate President George Washington’s role as the head of the first executive branch in the United States. They will evaluate how Washington and the executive branch enforced the laws outlined in the Constitution and investigate if Washington usurped his oath of office by violating the Fugitive Slave Act of 1796 to pursue the capture of Ona Judge.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did slavery connect to and/or impact individuals in West Africa?</li> <li>2. Why did West African leaders participate in the transatlantic slave trade?</li> <li>3. How did the transatlantic slave trade impact the continent of Africa?</li> <li>4. What were similarities and differences between social statuses of indentured servants and enslaved people?</li> <li>5. How was slavery codified in the colonies?</li> <li>6. How did slave codes define an individual’s social status in colonial America?</li> <li>7. In the Declaration of Independence, did “life, liberty and pursuit of happiness” apply to all individuals living in the 13 colonies?</li> <li>8. Did President Washington have the authority to nullify federal laws addressing fugitive slaves?</li> <li>9. What actions did slaves and free blacks take to resist the institution of slavery?</li> </ol>
<p><b>Objectives &amp; Outcomes</b></p>	<p>Students will understand the difference between pre-colonial and colonial slavery by examining the social structure in West Africa and the Americas.</p> <p>Students will understand that colonial leaders codified slavery to assign a legal status to Africans in the colonies.</p> <p>Students will evaluate how leaders of the new republic created founding documents to perpetuate and protect the institution of slavery.</p> <p>Students will analyze how free blacks and fugitive slaves challenged the institution of slavery in the new republic.</p>
<p><b>Standards</b></p>	<p><b><u>Common Core Standards:</u></b>          CCSS.ELA.LITERACY.RH.6-8.1          Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA.LITERACY.RH.6-8.6</p>

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	<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA.LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA.LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>
<p>Unit Resources</p>	<p><b>Texts:</b>  <a href="#">Excerpt from <i>The 1619 Project Essay No.1/Slavery, Power and the Human Cost</i> (page 5) by Mary Elliott and Jazmine Hughes for <i>The New York Times</i> (page 5)</a>  <a href="#">White, Deborah G., et al. <i>Freedom on My Mind: A History of African Americans, with Documents</i>. Bedford/St. Martins, 2017.</a>  <a href="#">Excerpt from <i>Freedom on My Mind: A History of African Americans, with Documents</i> by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr.</a>  <a href="#">Mansa Musa. (n.d.). Stanford History Education Group.</a>  <a href="#">Ibn Battuta Student Materials. (n.d.). Stanford History Education Group.</a>  <a href="#">Queen Njinga essay by Mary Elliott and Jazmine Hughes from <i>The New York Times</i> broadsheet as part of <i>The 1619 Project</i> (page 5)</a>  <a href="#">Queen Nzinga (1583-1663) by Jessica Snethen for <i>Blackpast</i></a>  <a href="#">Ndongo: Historical Kingdom of Africa” by The Editors of Encyclopedia Britannica</a>  <a href="#">King Afonso I, Letter to King John III of Portugal</a>  <a href="#">The New York Times broadsheet by Mary Elliott and Jazmine Hughes from as part of <i>The 1619 Project</i> (page 5)</a>            The Sentencings of John Casor and John Punch text for students (see link for full list of sources used to devise this text) [<a href="#">.docx</a>] [<a href="#">PDF</a>]  <a href="#">“The Horrible Fate of John Casor, The First Black Man to be Declared Slave for Life in America” by Kat Eschner for <i>Smithsonian Magazine</i></a>  <a href="#">General Court Responds to Runaway Servants and Slaves (1640) primary source documents from Encyclopedia Virginia</a>  <a href="#">A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774 - 1875. (n.d.). American Memory.</a>  <a href="#">Washington, G. (1774, August 24). <i>Letter From George Washington to Bryan Fairfax, 24 August 1774.</i></a>  <a href="#">Thomas Jefferson’s Original Draft of Declaration of Independence</a>  <a href="#">George Washington's Escaped Slave: Ona Judge video clip from George Washington’s Mount Vernon</a>  <a href="#">Advertisement for the capture of Oney Judge, in a Philadelphia newspaper, May 23, 1796,</a>  <a href="#">Excerpt of “Fugitive Slave Act of 1783”</a>  <a href="#">Nikole Hannah-Jones quote from <i>The New York Times Magazine-The 1619 Project</i>, pg. 14</a>  <a href="#">Joseph Whipple’s Letter to President Washington on December 22, 1796</a></p>

	<p><a href="#">Ona Judge’s interview in the Granite Freeman Newspaper</a>  <a href="#">Document analysis worksheet from the National Archives</a>  <a href="#">Article II of the U.S. Constitution</a>  <a href="#">Dunbar, E. A. (2020). <i>Never Caught, the Story of Ona Judge: George and Martha Washington’s Courageous Slave Who Dared to Run Away; Young Readers Edition</i> (Reprint ed.). Aladdin.</a></p> <p><b>Teaching materials:</b>  Pre-colonial Africa Warm-Up [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Modified Precolonial Africa Warm-Up [<a href="#">.docx</a>] [<a href="#">PDF</a>]  <a href="#">Mansa Musa lesson from Stanford History Education Group</a>  <a href="#">Ibn Battuta lesson from Stanford History Education Group</a>  Summative Assessment: Stamp collection documenting details from Africa before colonization [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Document A: Queen Njinga Timeline [<a href="#">.docx</a>] [<a href="#">PDF</a>], using <a href="#">Queen Njinga chronological timeline</a>  Document B: Religion in Pre-Colonial Africa [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Document C: Leadership in Pre-Colonial Africa [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Document D: Power in Pre-colonial Africa [<a href="#">.docx</a>] [<a href="#">PDF</a>], using <a href="#">King Afonso I’s letter</a>  Transatlantic Slave Trade: Storyboard graphic organizer [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Declaration of Independence reaction &amp; analysis sheet [<a href="#">.docx</a>] [<a href="#">PDF</a>]  Anticipation Guide for Ona Judge lesson [<a href="#">.docx</a>] [<a href="#">PDF</a>]  <a href="#">Jamboard: Discussion questions</a> for <a href="#">video clip about Ona Judge</a>  <a href="#">Document analysis worksheet from the National Archives</a>  <a href="#">Guidance for writing an Op-Ed</a> from <a href="#">Write the World</a></p>
<p>Performance Task(s)</p>	<ol style="list-style-type: none"> <li>Task for lessons related to pre-colonial slavery:   Students will design a poster or storyboard that illustrates the social status of enslaved people in pre-colonial Africa and the role of West African leaders in the transatlantic slave trade.</li> <li>Task for lessons related to indentured servitude:   Students will create a written or video response to the following questions: <ul style="list-style-type: none"> <li>“Why did Jamestown create dual legal systems for Africans and Europeans in the colonies?”</li> <li>How did these systems support the establishment of codified slavery?”</li> </ul> </li> <li>Task for lessons related to Ona Judge:   Students will write an op-ed responding to one of the following prompts: <ul style="list-style-type: none"> <li>In the New Republic, are the principles of “all men are created equal” and “freedom for all” a goal or reality? Why or why not?</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"><li>• In the New Republic, should elected officials such as George Washington be able to use executive privilege to nullify or ignore federal and state laws that challenge the status quo? Why or why not?</li></ul>
Assessment/Evaluation	<ol style="list-style-type: none"><li>1. <b>Pre-Colonial Performance Task:</b> Storyboard Rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li><li>2. <b>Indentured Slavery lessons:</b> Presentation Rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li><li>3. <b>Ona Judge Op-Ed:</b> performance task rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</li></ol>

## DAILY LESSONS AND RESOURCES

### Day 1-2: Pre-colonial slavery in Africa

The purpose of this lesson is to provide students with background information about pre-colonial Africa. If students already have an understanding of pre-colonial Africa, the teacher can select resources and strategies from the lesson to activate prior knowledge.

#### Lesson Objective(s) or Essential Question(s)

**Objective:** Students will analyze the role of pre-colonial slavery in Africa.

#### Essential Questions:

- What was the triangular slave trade?
- How did Jamestown in 1619 foreshadow the coming evils of slavery?
- Describe the middle passage.
- Why do you think slavery is typically thought of as something only southern states participated in?
- Why do you think slavery in America continued for the next 244 years after 1619?

#### Lesson Materials & Resources

#### **Texts:**

[The 1619 Project Essay No.1/ Slavery, Power and The Human Cost 1455-1775](#)

Excerpt from [The 1619 Project Essay No.1/Slavery, Power and the Human Cost](#)(page 5) by Mary Elliott and Jazmine Hughes for *The New York Times* (page 5)

[White, Deborah G., et al. \*Freedom on My Mind: A History of African Americans, with Documents.\* Bedford/St. Martins, 2017.](#)

[Excerpt from \*Freedom on My Mind: A History of African Americans, with Documents\* by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr.](#)

#### **Teaching materials:**

Pre-colonial Africa Warm-Up [[.docx](#)] [[PDF](#)]

Modified Precolonial Africa Warm-Up [[.docx](#)] [[PDF](#)]

[Mansa Musa lesson from Stanford History Education Group](#)

[Ibn Battuta lesson from Stanford History Education Group](#)

Summative Assessment: Stamp collection documenting details from Africa before colonization [[.docx](#)] [[PDF](#)]

#### Lesson Activities

#### **Activation of Learning/Warm Up:**

1. Students will read the excerpt from [The 1619 Project Essay No.1: “Slavery, Power and the Human](#)

[Cost](#)” by Mary Elliott and Jazmine Hughes for *The New York Times* (page 5) in the Pre-colonial Warm-up document and answer the discussion questions. Allow students 5-7 minutes to review the text and complete the questions below. Time can be modified based on student needs.

- Pre-colonial Africa Warm-Up [[.docx](#)] [[PDF](#)]
- Modified Precolonial Africa Warm-Up [[.docx](#)] [[PDF](#)]

2. Next, have students share their responses to question #3 in the warm up using the [Round Robin](#) strategy. Students will share responses in the whole group .

### **Model and Interactive Practice:**

Teachers use [information from Chapter 1 of the book Freedom on My Mind: A History of African Americans, with Documents by Deborah Gray White, Mia Bay, and Waldo E. Martin Jr.](#) to build students’ background about pre-colonial Africa. Teachers can select a graphic organizer or note-taking system (Cloze notes, guided reading notes, etc.) to organize information.

Teacher will model how to analyze text and complete the graphic organizer.

Students will use the following response stem to reflect their learning as they engage with information:

- Check for Understanding: I used to think....but now I know....
- Response Stem: I used to think pre-colonial Africa was \_\_\_\_\_ but now I know it is \_\_\_\_\_.

### **Independent Practice**

Students will analyze primary sources that describe life and culture in pre-colonial Africa using lessons retrieved from Stanford History Education Group. Students will also respond to questions embedded in the lessons to identify key themes and details.

- [Mansa Musa lesson from Stanford History Education Group](#)
- [Ibn Battuta lesson from Stanford History Education Group](#)

### **Summative Assessment:**

Students will create a Pre-Colonial Africa Stamp Collection [[.docx](#)] [[PDF](#)] that describes geographical and cultural characteristics of the continent before colonial slavery.

### **Differentiations for students with learning and emotional challenges:**

- Use visuals throughout the lesson to help students identify the geographical and cultural characteristics of pre-colonial Africa.
- Modify the number of stamps required to demonstrate mastery of the activity.
- Use Cloze notes to help students organize information.
- Invite students to create a digital stamp collection

Day 3-4: Students analyze the resource, “Queen Njinga and the Atlantic Slave Trade” to evaluate the relationship between pre-colonial European and African leaders

Lesson Objective(s) or Essential Question(s)

**Objective:**

Students will examine Queen Njinga’s role in the Atlantic Slave trade and its impact on Africans living in Central Africa during the pre-colonial era.

**Essential questions:**

1. Why was Angola (Kongo) valuable to Portugal? What were their major resources?
2. What role did religion play in the Atlantic Slave trade?
3. How did the expansion of wars lead to slave trading?
4. What was the difference between enslavement in Africa and enslavement in the colonies?
5. How did Queen Njinga communicate with the Portuguese?
6. How did Queen Njinga’s leadership style make an impact on the country of (Ndongo) Angola?

Lesson Materials & Resources

**Texts:**

[Queen Njinga essay by Mary Elliott and Jazmine Hughes from \*The New York Times\* broadsheet as part of \*The 1619 Project\* \(page 5\)](#)

[Queen Nzinga \(1583-1663\) by Jessica Snethen for \*Blackpast\*](#)

[Ndongo: Historical Kingdom of Africa” by The Editors of \*Encyclopedia Britannica\*](#)

[King Afonso I, Letter to King John III of Portugal](#)

**Teaching Materials:**

Document A: Queen Njinga Timeline [[.docx](#)] [[PDF](#)]

Document B: Religion in Pre-Colonial Africa [[.docx](#)] [[PDF](#)]

Document C: Leadership in Pre-Colonial Africa [[.docx](#)] [[PDF](#)]

Document D: Power in Pre-colonial Africa [[.docx](#)] [[PDF](#)]

Lesson Activities

**Activation of learning/Warm up:**

Discussion: Where is Angola located? What advantages did Angola have throughout history because of its location?

**Model:**

1. Teacher will give background information on the ancient Kingdom of Angola and Queen Njinga using details from the following resources, which students will then explore on their own:
  - a. [Queen Njinga essay by Mary Elliott and Jazmine Hughes from \*The New York Times\* broadsheet as part of \*The 1619 Project\* \(page 5\)](#)
  - b. [Queen Nzinga \(1583-1663\) by Jessica Snethen for \*Blackpast\*](#)



2. Teacher will place students in groups of 4 and pass out the following documents to each group:
  - a. Document A: Queen Njinga Timeline [[.docx](#)] [[PDF](#)]
  - b. Document B: Religion in Pre-Colonial Africa [[.docx](#)] [[PDF](#)]
  - c. Document C: Leadership in Pre-Colonial Africa [[.docx](#)] [[PDF](#)]
  - d. Document D: Power in Pre-colonial Africa [[.docx](#)] [[PDF](#)]

**Interactive Practice:**

Students will complete a jigsaw of the timeline of events in the life of Queen Njinga. Assign each student a letter, which corresponds to the document that students will explore.

Students will become experts in their documents and answer questions on their graphic organizer within their corresponding letter group. Students will then complete a Think-Pair-Share with other students who reviewed the same document that they reviewed.

Next, students will return to their home groups and share their findings with the group members who did not review the same documents that they reviewed.

In each group, students will select a representative to share their findings with the whole class.

**Closing:**

Representatives from each group will address the essential questions from the lesson using details from their readings.

Day 5-6:

Summative Assessment to evaluate students' analysis of government, culture, and geography in  
Pre-colonial Africa

Lesson Objective(s) or Essential Question(s)
Students will utilize details from documents about Pre-colonial Africa to design a storyboard that illustrates the social status of enslaved people in pre-colonial Africa and the role of West African leaders in the transatlantic slave trade.
Lesson Materials & Resources
<p><b>Texts:</b> <a href="#">Queen Njinga essay by Mary Elliott and Jazmine Hughes from <i>The New York Times</i> broadsheet as part of <i>The 1619 Project</i> (page 5)</a> <a href="#">Queen Nzinga (1583-1663) by Jessica Snethen for <i>Blackpast</i></a> <a href="#">Ndongo: Historical Kingdom of Africa” by The Editors of Encyclopedia Britannica</a> <a href="#">King Afonso I, Letter to King John III of Portugal</a></p> <p><b>Teaching Materials:</b> Copy of Transatlantic Slave Trade: Storyboard graphic organizer [<a href="#">.docx</a>] [<a href="#">PDF</a>] Storyboard Rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</p>
Lesson Activities
<p><b>Activation of learning/Warm up:</b> Students review key details from the readings they explored in small groups in the previous classes.</p> <p>Teacher introduces the summative assessment and rubric for the previous lessons on the lives of enslaved people in Pre-Colonial Africa, and the role of West African leaders in the transatlantic slave trade.</p> <p><b>Model:</b> Teacher will model how to complete the storyboard activity and place students in groups of four from the previous lesson to create storyboards capturing key details from their readings in the previous lessons.</p> <p><b>Independent Practice:</b> Students complete and share their storyboards.</p> <p><b>Differentiation Tips:</b></p> <ol style="list-style-type: none"><li>1. Use sentence stems/frames/response stems to support students in writing responses in complete sentences to the questions.</li><li>2. Students can also create digital storyboards or movie trailers using a variety of digital platforms and apps.</li></ol>

Day 7-8:

Analyzing Slavery in the Colonies: The Cases of John Punch and John Castor

Lesson Objective(s) or Essential Question(s)
<p>Students will analyze how the English colony of Jamestown transitioned from the British practices of indentured servitude contracts to a system of chattel slavery.</p> <p>Students will analyze how laws and legal decisions failed to protect the rights of Africans in the English colonies.</p>
Lesson Materials & Resources
<p><b>Texts:</b> <a href="#">The New York Times broadsheet by Mary Elliott and Jazmine Hughes from as part of The 1619 Project (page 5)</a> The Sentencings of John Casor and John Punch [<a href="#">.docx</a>] [<a href="#">PDF</a>] <a href="#">“The Horrible Fate of John Casor, The First Black Man to be Declared Slave for Life in America” by Kat Eschner for Smithsonian Magazine</a> <a href="#">General Court Responds to Runaway Servants and Slaves (1640) primary source documents from Encyclopedia Virginia</a></p> <p><b>Teaching Materials:</b> Indentured Servitude Presentation Rubric [<a href="#">.docx</a>] [<a href="#">PDF</a>]</p>
Lesson Activities
<p><b>Activation of learning/Warm up:</b> Students will complete an APK (Active Previous Knowledge) activity to activate their prior knowledge about slavery in the colonies that would become the United States. The teacher will ask students, “What do you know about Jamestown?” Students will brainstorm and record their responses (3 minutes). The teacher will then record students' answers on the board.</p> <p>The educators will preview Page 4 of <a href="#">The New York Times broadsheet by Mary Elliott and Jazmine Hughes from as part of The 1619 Project (page 5)</a> and ask students to predict the impact of the first Africans in the English colonies.</p> <p><b>Model:</b> Educator will read the first paragraphs of page one of the passage, The Sentencings of John Casor and John Punch [<a href="#">.docx</a>] [<a href="#">PDF</a>]. This text utilizes details from the following sources:</p> <ul style="list-style-type: none"><li>• <a href="#">“The Horrible Fate of John Casor, The First Black Man to be Declared Slave for Life in America” by Kat Eschner for Smithsonian Magazine</a></li></ul>

- [General Court Responds to Runaway Servants and Slaves \(1640\) primary source documents from Encyclopedia Virginia](#)

The teacher will select a student to read the following paragraph. The teacher will then use a jigsaw strategy by allowing students to select the next reader until the end of page one of the document.

**Interactive Practice:**

Students will make a decision at the end of reading page one of the resource, “The Sentencings of John Casor and John Punch” [[.docx](#)] [[PDF](#)], to either continue to page two, which focuses on John Punch, or to continue to page three which focuses on John Casor. At the conclusion of the reading, students will answer questions on page four.

Students who read pages 1 and 2 will not complete page 3 questions. Students who read pages 1 and 3 will not be responsible for page 2 questions.

After providing time to answer the questions, the teachers should allow students who examine John Punch’s experience to present their findings to the class. Students who read about John Casor’s life should be provided an opportunity to present their research to the class.

Students will present their narratives to the class. Students will then discuss the legal failures of the Jamestown courts to protect the rights of indentured servants from Africa.

**Independent Practice:**

Students will complete a Venn Diagram to compare and contrast the experiences of the three main characters of African ancestry described in the resource above: Anthony Johnson, John Casor and John Punch. The teacher will lead a discussion on the students’ findings by recording their responses on a Venn Diagram presentation visible to all students. This discussion will also guide students in a discussion about the differences between indentured servitude and enslavement.

**Final Product:**

Students will create a PowerPoint presentation representing their research on the transition from indentured servitude to enslavement in the British colonies. The final product should capture the transformation of indentured servitude to legalized slavery in the colonies. See the rubric, “Indentured Servitude Presentation Rubric,” for more details. All claims should be supported with evidence from unit readings.

**Differentiation strategies:**

- Students can present their projects orally or visually
- Offer extended time for the final product
- Allow students to collaborate with a group and/or shorten their presentations

Day 9:

Analyzing references to slavery in early drafts of the Declaration of Independence

Lesson Objective(s) or Essential Question(s)

Student will analyze Thomas Jefferson's original draft of the Declaration of Independence, which contained references to slavery and the slave trade, and reactions from supporters and critics of slavery to the draft and final versions of the Declaration of Independence.

Lesson Materials & Resources

**Texts:**

[Letter from George Washington to Bryan Fairfax, 24 August 1774, National Archives](#)

[Thomas Jefferson's Original Draft of Declaration of Independence](#) from the Library of Congress

**Teaching Materials:**

Declaration of Independence reaction & analysis sheet [[.docx](#)] [[PDF](#)]

Lesson Activities

**Activation of learning/Warm up:**

Students will reflect on what they know about the Declaration of Independence, and what details they have seen from the Declaration of Independence. They will also reflect on how the Declaration of Independence addresses slavery.

Teachers will then introduce students to [Thomas Jefferson's original draft of the Declaration of Independence](#).

**Model and Interactive Practice:**

Teachers will guide students in an analysis of text from the draft of the Declaration of Independence, the final version of the Declaration of Independence, and other quotes from prominent figures about slavery at the start of the American Revolution. Students will track their reflections using the Declaration of Independence reaction & analysis sheet [[.docx](#)] [[PDF](#)].

Teachers will read the introduction of the lesson and then guide students in reviewing each quote. Students will analyze key terms from each quote, and write their own interpretations of each quote. Students will also provide illustrations to accompany each quote & interpretation.

**Final Product:**

Students will select and present one quote from the assignment. Students will explain why they think the quote is impactful. They will also make connections in the presentation between the quote and their own beliefs.

*Day 9:*

The Case of Ona Judge: Evaluating the experiences of free and enslaved Black people after the American Revolution

Lesson Objective(s) or Essential Question(s)

Students will analyze details from a text about the steps Ona Judge, a Black woman who was enslaved by President George Washington and his family, took to gain her freedom and the steps President George Washington took to recapture her in order to evaluate the author's purpose.

Lesson Materials & Resources

**Texts:**

[George Washington's Escaped Slave: Ona Judge video clip from George Washington's Mount Vernon Advertisement for the capture of Oney Judge, in a Philadelphia newspaper, May 23, 1796,](#)  
[Excerpt of "Fugitive Slave Act of 1783"](#)

**Teaching Materials:**

Anticipation Guide for Ona Judge lesson [[.docx](#)] [[PDF](#)]  
[Jamboard: Discussion questions for video clip about Ona Judge](#)  
[Document analysis worksheet from the National Archives](#)

Lesson Activities

**Activation/Opener**

1. Students will complete the Anticipation Guide [[.docx](#)] [[PDF](#)] (5-7 minutes).
2. Students will discuss their responses with a peer partner via a Think-Pair-Share.
3. The class will share their responses to the statements with the class.

**Model:**

1. Students will view the following video clip about Ona Judge:  
[George Washington's Escaped Slave: Ona Judge video clip from George Washington's Mount Vernon](#)
2. After viewing the clip, teachers give students six minutes to answer analysis [questions on a Jamboard](#).
3. The teacher will facilitate a class discussion using details from the jamboard. Teachers ask questions to engage students in a deeper conversation about the actions Ona took to gain her freedom. They ask: Why did she decide to run away in Philadelphia instead of Virginia? Do you think she had help when she ran away? What rights or privileges might Ona enjoy as a free Black woman?

**Interactive Practice:**

1. The teacher will model how to use [the document analysis worksheet from the National Archives](#).
2. Students will then analyze, "[Advertisement for the capture of Oney Judge, in a Philadelphia newspaper, May 23, 1796,](#)" and an [excerpt of "Fugitive Slave Act of 1783"](#) using the document analysis worksheet. Students can work individually or with a partner.

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3. Students will share their findings with the class.

**Independent Practice:**

Students will respond to the following reflection questions on their own:

- What do Ona's actions tell you about rights for free Black people and enslaved people in the new republic? Explain your answer.

*Day 10:*

The Case of Ona Judge Continued: Evaluating the experiences of free and enslaved Black people after the American Revolution

Lesson Objective(s) or Essential Question(s)
Students will review texts analyzing the actions that Ona Judge took to gain her freedom, and steps President George Washington took to recapture her, in order to evaluate the author's purposes for each text
Lesson Materials & Resources
<p><a href="#">Nikole Hannah-Jones quote from The New York Times Magazine-The 1619 Project, pg. 14</a> <a href="#">Joseph Whipple's Letter to President Washington</a> on December 22, 1796 <a href="#">Ona Judge's interview in the Granite Freeman Newspaper</a> <a href="#">Document analysis worksheet from the National Archives</a> <a href="#">Article II of the U.S. Constitution</a> <a href="#">Dunbar, E. A. (2020). <i>Never Caught, the Story of Ona Judge: George and Martha Washington's Courageous Slave Who Dared to Run Away; Young Readers Edition</i> (Reprint ed.). Aladdin.</a></p>
Lesson Activities
<p><b>Activation/Opener</b></p> <ol style="list-style-type: none"><li>1. Students review the following <a href="#">quote from Nikole Hannah-Jones in the introduction to <i>The 1619 Project</i> from <i>The New York Times</i></a>: "Our Founding Ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy."</li><li>2. Students reflect on the following questions and then share responses with the class:<ol style="list-style-type: none"><li>a. What do you think this quote means?</li><li>b. Do you think Ona would agree or disagree with this quote? Explain your answer.</li></ol></li></ol> <p><b>Model:</b></p> <p>The teacher reviews how to use <a href="#">the document analysis worksheet from the National Archives</a> and explains that students will use the worksheet to continue their exploration of the story of Ona Judge.</p> <p><b>Interactive Practice:</b></p> <ol style="list-style-type: none"><li>1. Students will use the <a href="#">document analysis worksheet</a> to analyze <a href="#">Joseph Whipple's Letter to President Washington</a> on December 22, 1796 and <a href="#">Ona Judge's interview in the Granite Freeman Newspaper</a>. Students can work individually or in pairs.</li><li>2. After students complete their analyses of the primary sources, they will share their findings with the class.</li><li>3. During whole group share out, the teacher will facilitate a conversation by asking students the following questions to engage them in a deeper understanding of the actions taken by Ona Judge and President Washington:<ul style="list-style-type: none"><li>● Did Ona have a right to run away to freedom? Why or why not?</li></ul></li></ol>



## The African and African American Experience of Slavery from Pre-Colonial Africa to the New Republic

Unit by Fort Worth Educators,

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

1619 | Education Network

- Was Mr. Whipple successful in convincing Ona to return to the Washingtons?
- What does Mr. Whipple explain to President Washington regarding his wishes to force Ona to return?
- What does George Washington already know about the Fugitive Slave laws?
- Based on [Article II of the U.S. Constitution](#), does the President of the United States have the power to nullify or break federal or state laws? Why or why not?
  - a. Is President Washington willing to break the law to force Ona to return? Explain your answer by referencing the documents reviewed in the previous lesson.
- Do you think President Washington will follow Mr. Whipple's advice? Why or why not?
- Based on information from the primary sources, what is the public's opinion of slavery in United States? (Hint: Consider regions of the United States)

### Independent Practice:

Students compare and contrast the following statements:

- *"The Blacks are so bad in their nature that they have not the least Grat[i]tude for the kindness that may be shewed to them."* -Martha Washington, 1795
- Being a waiting maid of Mrs. Washington, she was not exposed to any peculiar hardships. If asked why she did not remain in his service, she gives two reasons, first, that she wanted to be free; secondly that she understood that after the decease of her master and mistress, she was to become the property of a grand-daughter of theirs, by name of Custis, and that she was determined never to be her slave. -Stratham, May, 1845

Based on the quotes, how do Martha and Ona define freedom for African Americans in the new republic? Justify your response with evidence from the texts reviewed in the unit.

Day 11:

Op-ed writing performance task to synthesize details from readings about Ona Judge

Lesson Objective(s) or Essential Question(s)

Students will synthesize details from readings about Ona Judge's escape from slavery, and George Washington's efforts to capture her, in order to write op-ed pieces in response to teacher-provided prompts

Lesson Materials & Resources

[Guidance for writing an Op-Ed](#) from [Write the World](#)  
Op-ed Writing Rubric [[.docx](#)] [[PDF](#)]

Lesson Activities

**Activation/Opener:**

1. Teachers review the performance task with students by sharing the Op-ed Writing Rubric [[.docx](#)] [[PDF](#)] and the structure for the assignment.
2. Teachers review the [Guidance for writing an Op-Ed](#) from [Write the World](#)

**Independent Practice/Performance Task:**

Students will select a question from the list below and write an op-ed to a local newspaper.

1. Did Ona Judge have any legal protections as a fugitive slave? Explain your answer.
2. Did George Washington maintain a legal claim to Ona despite the fact that she lived in state where slavery was outlawed? Explain your answer.
3. Did George Washington's actions embody the principles of the Declaration of Independence and U.S. Constitution? Explain your answer.
4. As head of the executive branch, did President Washington have the power to nullify or break federal and state laws to recapture Ona Judge? Explain your answer.
5. In the New Republic, are the principles of "all men are created equal" and "freedom for all" a goal or reality? Why or why not?
6. In the New Republic, should elected officials such as George Washington be able to use executive privilege to nullify or ignore federal and state laws that challenge the status quo? Why or why not?

**Differentiation strategies:**

- Students can collaborate with a partner or small group of peers to complete the analysis of resources.
- Allow students to use sentence frames/response stems to generate written responses.
- Allow students to verbally share their understanding.
- Assign one prompt for the Op-Ed project.
- Students can research other individuals who use the law to win their freedom in the colonies and new republic.