

Day 2: Enslavement Lesson Plan

Lesson Objectives or Essential Questions
<p><b>Lesson Objective:</b> Students will...</p> <ul style="list-style-type: none"> <li>Describe how Black Americans used their power and agency during enslavement through close reading</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>How did Black Americans build and utilize power and agency during enslavement?</li> <li>How did Black Americans push back against white supremacy and move America towards its democratic ideal and identity?</li> </ul>
Lesson Materials & Resources
<p><u>Resources for this lesson:</u></p> <ul style="list-style-type: none"> <li>Enslavement Student Response Packet [<a href="#">.docx</a>][<a href="#">.pdf</a>]</li> <li>Lesson 2: Enslavement Slides [<a href="#">.pptx</a>][<a href="#">.pdf</a>]</li> <li><a href="#">The 1619 Project Supplementary Broadsheet</a></li> <li>Reconstruction Timeline (Accessible <a href="#">digitally</a> or <a href="#">printed</a>)</li> </ul> <p><u>Differentiation Tips and Tools:</u></p> <ul style="list-style-type: none"> <li>Glossary Footnotes</li> <li>Graphic Organizers</li> <li>ELL Translated Text for Emerging Scholars</li> <li>Adjust Lexile Level and/or Chunking of Text</li> </ul>
Lesson Activities
<p><u>Lesson Plan Outline:</u></p> <ol style="list-style-type: none"> <li>Do Now, Discourse and Invest in the Question (10 minutes)</li> <li>Background and Context (10 minutes)</li> <li>Scholar Investigation &amp; Independent Practice ( 30 minutes)</li> <li>Exit Ticket (10 minutes)</li> </ol> <p><u>Do Now, Discourse, and Invest in the Question:</u></p> <ol style="list-style-type: none"> <li><b>Do Now.</b> Give students 4 minutes to respond to the prompt: What does power mean to you? <ol style="list-style-type: none"> <li>Students will share their responses in a turn and talk.</li> <li>Lead a whole group share out and discourse for 4 minutes.</li> </ol> <p><i>Exemplar Response: Power means being able to force someone to do something, power means control, hierarchy, superior vs. inferior.</i></p> </li> <li><b>Invest in the Essential Question.</b> Lead students to invest in the essential question. <ol style="list-style-type: none"> <li>Encourage students to name and circle the key terms and provide definitions to ensure everyone is aligned on the historical investigation.</li> </ol> </li> </ol>

- b. Have students rewrite the essential question in their own words to stamp the learning.

### Background and Context:

1. Review and introduce the following vocabulary to students; definitions can be provided in student work packets or written in notebooks:
  - Power: (n) a right or authority that is delegated to a person or a body, political or social authority, or the capacity or ability to direct or influence the behavior of others or the course of events.
  - Agency: (n) action or intervention especially as such to produce a particular result.

2. **Activating Schema Discussion:** Pose the following question to the group for discussion and chart responses. This will allow gauging how much students know about resistance from the enslaved: Did enslaved Black people have power or agency? Why? Why not?

*Exemplar Response: The question will spark many different perspectives: No they did not have either because all aspects of their lives were controlled by white people; Yes, because some used resistance in a range of forms: some physically fought back, some refused food, jumped overboard during the journey through the middle passage, some broke tools, etc. Some Black people maintained their culture and language and some purchased their freedom. Free Black people were abolitionists*

3. **Stamp:** Have students write the following key ideas in their packets or notebooks:
  - a. Both enslaved and free Black people actively resisted enslavement and fought to abolish it.
  - b. These acts of resistance were acts of power and agency because in all instances they caused an impact on the system of slavery.
  - c. Acts of resistance influenced some to work towards abolition on moral grounds, forcing economic losses for slaveowners, and negotiating and earning freedom for themselves and their families.

### Scholar Investigation & Independent Practice:

1. **Model/Guided Practice:** Read pages 1-5 of [The 1619 Project Supplementary Broadsheet](#). Teachers can choose to read the first 5 pages as a class or have scholars read and annotate independently or in pairs. They should read with the following questions in mind:
  - How did the system of slavery change after the 15th century?
    - *Exemplar Response: After the 15th century, the system became racialized, and commercialized, and the enslaved were viewed as commodities and/or property. This status was based on race.*
  - What action did the Roman Catholic Church take, and what impact did this have?
    - *Exemplar Response: The Roman Catholic Church split the world in half, politically and economically, advancing imperialism and European exploration. European nations sought to colonize the “other half” of the world to increase wealth and power.*
  - Who was Queen Njinga? Why was she significant?
    - *Exemplar Response: Njinga was the ruler of Angola who successfully fought and resisted Portuguese attack/colonization, provided shelter for runaway slaves, eventually made peace with Portugal, and traded with them as equals.*
2. **Discuss & Debrief:** Reconvene the class and facilitate a discussion of the questions. Encourage students to use evidence from the text when sharing their responses.

3. **Model-Set up for Independent Practice:** Call student attention back to the actions of Queen Njinga and have them annotate text details that reflect her actions.
  - a. Use a think-aloud to highlight how Queen Njinga demonstrated both power and agency.
    - Use a specific annotation like underlining or highlighting to spotlight examples of Queen Njinga resisting the Portuguese.
    - In the margin note use P-for power.
    - For the text details demonstrating Queen Njinga’s eventual negotiation with Portugal, label it with an A-for agency.
  - b. Students should include these two details in the graphic organizer in their student response packet. Model how to complete the graphic organizer for students before holding time for independent practice.

Example:

How did Black people demonstrate power or agency? List actions below	What was the result and impact?-Describe the result or the impact that these actions had, or what happened as a result.
<ul style="list-style-type: none"> <li>• Queen Njinga fought against the Portuguese for 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Queen Njinga managed to stop Portugal from capturing Angola and enslaving citizens</li> </ul>

- c. Students will work in groups to closely read the remainder of the text and complete their graphic organizers, using the same steps modeled for them. Encourage students to dive deep into the text and support all claims with textual evidence.
4. **Optional: Discuss and Debrief:** Students should share their findings with the group.
  - a. This debrief discussion can be based on the teacher's choice of students after circulating and hearing strong responses, or the teacher could opt to jigsaw out the debrief by chunking text and designating specific scholars to share about their assigned portion of text.
  - b. As groups are sharing, each student should be checking their jots/notes to include any key takeaways they may have missed.

Exit Ticket Assessment:

Students should craft a multi-paragraph response to the following prompt: How did Black people demonstrate power and agency during enslavement? Student responses should include:

- Background and context
- Thesis statement
- Two pieces of evidence and analysis
- Conclusion

*Exemplar Response: In the 15th century, the Roman Catholic Church split the globe in half and provided Portugal and Spain with realms to conquer and plunder. This decision would lead to the rise of the trans-Atlantic slave trade, which redefined slavery into a commodity system informed by race where people were to be purchased, owned, and exploited. By 1619, a Portuguese slave ship would descend upon the colony of Virginia and shift America’s trajectory forever. Throughout enslavement, Black people continued to demonstrate power and agency by actively resisting white supremacy and*

*working to abolish slavery.*

*Resistance took many forms such as physical retribution against enslavers, refusing food, jumping overboard during middle passage, and sabotaging tools. Enslaved Black people also maintained their culture and language, purchased their freedoms, and utilized their freedom to advance abolitionist work. Queen Njinga, of the kingdom of Ndongo, fought “fiercely against Portuguese forces in the region for many years, and she later provided shelter for runaway slaves.” (No. 1 / Slavery, Power and the Human Cost). These acts of resistance and courage exemplify a resilient leader who refused to cede to imperial powers. Her struggles against the Europeans demonstrate her commitment to her people and kingdom.*

*In post-slavery New York, Peter Williams Jr. co-founded the “Freedom’s Journal, the first newspaper owned and operated by African-Americans” (No. 3 / A Slave Nation Fights for Freedom) to push back against racist narratives and bring urgency to their abolitionist endeavors. The newspaper would serve as the blueprint for Frederick Douglass’s newspapers which advocated for the end of slavery and a more just society.*

*Ultimately, These acts of resistance were acts of power and agency because in all instances they caused an impact on the system of slavery influencing some in society to work towards the abolition of slavery on moral grounds, forcing economic losses for slaveowners, and negotiating and earning freedom for themselves and families.*