

## Enslavement Student Response Packet

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Essential Question:** How did Black Americans build and utilize power and agency during enslavement? How did Black Americans push back white supremacy and move America towards its democratic ideal and identity?

### Do Now

What does the word power mean to you?

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### Invest in the Essential Question:

What are the keywords in our Essential Question? Rewrite the Essential Question in your own words below:

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### Background and Context

<b>Power</b>	
<b>Agency</b>	

Stop and Jot: Did enslaved Black people have power or agency? Explain.

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### Student Investigation

**Read:** Pages 1-5. As you read, answer the following questions. Read Pages 6-15 and complete the graphic organizer.

**Source:** The 1619 Project Broadsheet - “A Brief History of Slavery”

*In this special edition broadsheet, Nikita Stewart explains the “educational malpractice” the U.S. has committed in mis-teaching slavery, and Mary Elliott of the Smithsonian’s National Museum of African American History and Culture curates a powerful history of slavery in artifacts and documents.*

1. How did the system of slavery change after the 15th century?

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2. What action did the Roman Catholic Church take, and what impact did this have?

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3. Who was Queen Njinga? Why was she significant?

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How did Black people demonstrate power and agency?	What was the result and impact?-Describe the result or the impact that these actions had, or what happened as a result.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Reconstruction in Five Acts**

Materials by Ascend Social Studies,  
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