Reconstruction in Five	e Acts
Unit by Ascend Social Stu	dies,
part of the 2022 cohort of	The 1619 Project Education Netwo

Reconstruction	& Enslavement Student Response Packet
Jame: Maleja Jol	ON Date: ///4/23 Class: 8B
	W50.
Essential Question: How dienslavement? How did Black A cowards its democratic ideal an	d Black Americans build and utilize power and agency during Americans push back white supremacy and move America
51	De New
The word sower	means to have a higher influence
THE WOOLD COME	in to you?
ONON SOLVIGORIO OL	means to have a higher influence some third: Background and Context
THE WOYD GOWER	means to have a higher influence something!

power agency

Student Investigation

Read: Page 1 and 2. Read the Yellow Box on Page 3. Read Page 4-9. As you read, answer the following questions 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.

communcialized - economic

1619

1619 Education Network

Reconstruction in Five Acts racial red - YARE Unit by Ascend Social Studies,
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- -	How did the system of slavery change after the succession of the s	e 15th century? Slavener was not based or slavery in the 15th or Slavery the was ed, and inherited
		world ist and
2.	What action did the Roman Catholicushurch	take and what impact did this have?
3.	Who was Queen Njinga? Why was she significated was a constant and the large of the	each of the Kingdom painst portuguese forces Matamba, provided Shelter mach place with partugue
	How did Blacks show power and agency?	What was the result/impact?-Describe the result or the impact that these actions had, or what happened as a result.

Reconstruction in Five Acts Unit by Ascend Social Studies,

Reconstruction	& Enslave	ment Student	Response	Packet	Exit Ticket
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Name: Malea	John	Date: ///9/22	Class: 8B
Prompt: How did B support your ans	swer.Ensure you	ite power and agency during ens r response includes background dence and analysis, and a concl	l and context, a thesis, tw
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· Reconstruction in Five Acts Unit by Ascend Social Studies,

part of the	e 2022 cohort of <i>The 1619 Project</i> Education Network
	Reconstruction & Enslavement Student Response Packet
Name:_	Boncologo Date: 1/14/22 Class: Conhert
enslaven	al Question: How did Black Americans build and utilize power and agency during nent? How did Black Americans push back white supremacy and move America its democratic ideal and identity?
What doe	Background and Context
Power	to a persus or a bell the trade secur attenty on the capacity
Agency	events 90+100 or interventing grant
• ,	Jot: Did enslaved Blacks have power or agency? Explain.
Blew	respective and they and hat have

Student Investigation

Read: Page 1 and 2. Read the Yellow Box on Page 3. Read Page 4-9. As you read, answer the following questions and complete the graphic organizer.

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Reconstruction in Five Acts
Unit by Ascend Social Studies,
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	How did the system of slavery change after the	he 15th century?
Acontal Guith	Thericans and ear	reduce arms the
2.	What action did the Roman Catholic Church (1080801 108 108 108 108 108 108 108 108	take, and what impact did this have? hult granding next you colonize the New Ward
3.	Who was Queen Niinga? Why was she signif	Gold fights meonle
	How did Blacks show power and agency?	What was the result/impact?-Describe the result or the impact that these actions had, or what happened as a result.
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Reconstruction in Five Acts Unit by Ascend Social Studies,

Reconstruction & Enslavement Student Response Packet Exit Ticket				
Name:	K (4.5 M 1845)	Date:	34	Class:
Prompt: How di support your	answer.Ensure you	ate power and agency ir response includes l idence and analysis,	background an	ement? Use two details to d context, a thesis, two on
	3			
	(2:4)			

Reconstruction in Five Acts

ement Student Response Packet
Date: 1/19/23 Class: 8B
> we
ricans build and utilize power and agency during sh back white supremacy and move America
Do Now
5 when someone bos at 6+ 2 rough to remember could come
und and Context
deligated to a person or body. political social matterity influe - The ability to choose
- The ability to choose what your do
er or agency? Explain.
no power of agenty as

Read: Page 1 and 2. Read the Yellow Box on Page 3. Read Page 4-9. As you read, answer the following questions and complete the graphic organizer.

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Reconstruction in Five Acts Unit by Ascend Social Studies,

1.	How did the system of slavery change after the 15th century?	economic
00 90	Africas to ForceFishing get exported and used as another	J goin
de Clara	Frading supply storted in the Colonies was much more	Connerali
2.	What action did the Roman Catholic Church take, and what impact did this have?	Colimina)
	Shipment of enstatud Africans as trading commodified. Other	1 and
	Clark Hade, which exhibited the trans- Martic	(sperter
3.	Who was Queen Njinga? Why was she significant? Outen Ninga was the queen of Ndango Auren	bases /
	of Colonizing there period she also shewed the augustion of	
	there enviorant.	phyladad
	77 T 20	

How did Blacks show power and agency?	What was the result/impact?-Describe the result or the impact that these actions had, or what happened as a result.
- Suicide / Starvalian - Reservious - Shutu to escaped Astribus	- Captured Africans would die on Here own there own there own there own profit less provided less profit forms of fruition for moments, reached by whites - provided fruition and maked liberthes regards

Reconstruction in Five Acts Unit by Ascend Social Studies, part of the 2022 cohort of The 1619 Project Education Network

Name:	Date:	Class:
support your answer	s demonstrate power and agency dur Ensure your response includes back pieces of evidence and analysis, and a	ground and context, a thesis, two
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Reconstruction in Five Acts Unit by Ascend Social Studies,

part of the 2022 cohort of The 1619 Project Education Network

Reconstruction & Enslavement Student Response Packet
Name: Layla Borry Date: 1-19-23 Class: 8B Amber
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?
What does the word power mean to you? Power means to you? Power a large group of
Background and Context

Power	a right or authority, that is delegated to a person on a body, folitical or social authorition the capicity to incluence the behavior or other or the rourse or every
Agency	suction or intervention especially result.

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

No because white people did not let them because

Student Investigation

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	struction in Five Acts Ascend Social Studies, the 2022 cohort of <i>The 1619 Project</i> Education	1619 Education Network Network
1.	How did the system of slavery change after the How Can Started US a ree source of Lake (Mynercialized Inherited racialized Inherited)	e 15th century?
2.	What action did the Roman Catholic Church	take, and what impact did this have?
3.	Who was Queen Njinga? Why was she significant the state of the state o	cant? prot-ugent. She provided slaves
	How did Blacks show power and agency?	What was the result/impact?-Describe the result or the impact that these actions had, or what happened as a result.
	N	

How did Blacks show power and agency?	result or the impact that these actions had, or what happened as a result.			
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Reconstruction in Five Acts Unit by Ascend Social Studies,

Reconstruction & Enslave	ment Student Re	sponse Packet Exit Tick	æt
The state of the s	D-4	Class	

Name:	Date:	Class:			
Prompt: How did Blacks demonstrate power and agency during enslavement? Use two details support your answer.Ensure your response includes background and context, a thesis, two pieces of evidence and analysis, and a conclusion					
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