

Unit 3 Overview- *The American System and Slavery*

1 Standard

History

SS20.GR 9-12-S.1-GLE1 Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.

SS20.GR 9-12-S.1-GLE 2 Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

Common Core State Standards: Literacy in History/Social Studies, Science, and Technical Subjects

Reading

RH.9–10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as date and origin of information.

RH.9–10.8: Assess extent to which reasoning and evidence in texts support authors' claims.

RH.9–10.9: Compare and contrast treatments of the same topics in several primary and secondary sources.

Writing

WHST.9–10.1: Write arguments focused on discipline-specific content.

WHST.9–10.2: Write informative/explanatory texts, including narrations of historical events, scientific procedures/experiments, or technical processes.

Language

CCSS.L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

CCSS.SL.09-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 Essential Questions

1. What was the culture of enslaved Americans?
2. How have laws provided protection for institutions to control Black bodies?
3. What were the principal ways the labor of enslaved people was organized and controlled prior to the Civil War?
4. How was our constitution/laws used to justify and uphold slavery in the south?

3 Skills to demonstrate proficiency

- Critical Thinking
- Demonstrate writing proficiency in **Assertion**
- Demonstrate writing proficiency in **Context**
- Demonstrate writing proficiency in finding appropriate **Evidence**

- Demonstrate proficiency in *interpreting* evidence
- Demonstrate proficiency in writing a *conclusion*
- Analyze text
- Compare Primary and secondary sources
- Analyze songs and make relevant connections

4

Learning Intention and SC

Week 1

Learning intention (What are we learning?):

- In order to understand slavery as a system of dehumanization, today I will read and analyze enslaved narratives.
- I will read and analyze enslaved narratives.

Success Criteria (How will I know I'm successful?):

- I can define “enslaved narratives”
- I will interact with the movie 12 years a slave to answer the guiding questions
- I will use evidence to support my answer

Week 2

Learning intention (What are we learning?):

- I will analyze music in order to understand how the enslaved expressed forbidden feelings.

Success Criteria (How will I know I'm successful?):

- Completing the song analysis worksheet
 - I will analyzing 2 songs
 - I will decode the symbols in the song making reference to the historical context
 - I will explain how the song reflects the experiences/emotions of the enslaved.

Week 3

Learning intention (What are we learning?):

- I will identify the “slave codes” and describe their role in institutionalized racism.

Success Criteria (How will I know I'm successful?):

- I will write an ACEIT that includes a claim about laws that provide protection for institutions to control Black bodies?
- I will support my claim with evidence
- I will use “slave code” and “institutionalized racism” in my ACEIT

Week 4

Learning intention (What are we learning?):

- In order to engage in a socratic seminar, I will develop an understanding of the constitution was used to uphold slavery

Success Criteria (How will I know I'm successful?):

- I will analyze how the constitution impacted the experiences of Solomon Northup
- I will create a fact sheet for the socratic seminar
- I will actively engage in an socratic seminar

**5
Formative Assessment**

Week 1

Week 2

Week 3

Week 4

**6
End of Unit Assessment/Project**

1619 Erasure project

**7
Weekly/Daily Lesson Plans**

