

Lesson Plan Template

Grade Level: 9th-10th

Subject Area: African American Studies

Area of Focus: Slavery, Freedom, Active vs. Passive Resistance

Plan Goals:

Students will be able to...

Explain how various forms of resistance by individuals and groups have influenced change in the lives of African Americans.

KNOW	UNDERSTAND	DO
<p>Vocabulary:</p> <ul style="list-style-type: none">• Slavery• Passive Resistance• Active Resistance• Perspective• Bias• Abolitionist <p>Essential Questions:</p> <ul style="list-style-type: none">• How did enslaved people use both passive (means of sabotage) and active (runaway, Underground Railroad, open rebellion) resistance against slavery?• How was this resistance spearheaded – what did it look like?• How did strategic political and legal decisions impact the lives of African Americans over time?	<p>Standards:</p> <p>AAS.H.2 - Understand the significance of historical personalities, groups, institutions, and events in shaping African American life over time</p> <p>AAS.H.2.3 - Explain how various forms of resistance by individuals and groups have influenced change in the lives of African Americans.</p> <p>AAS.C&G.1.4 - Explain how various philosophies and ideologies have played a role in the African American struggle for social, political and legal equality.</p> <p>AAS.C&G.1.3 - Analyze political, constitutional and legal decisions and de facto practices to understand their impact on the lives of African Americans.</p> <p>AAS.H.1 - Apply historical thinking in order to understand the African American life in the United States over time.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none">• Explain the specific ways African Americans used passive resistance and active resistance against slavery.• Identify specific people who were abolitionists.• Analyze decisions that shape the course of history are influenced by the era in which they are made.• Evaluate the impact of historical context on the lives and perspectives of African Americans and the perspectives of others about African Americans.

<p style="text-align: center;">Materials</p>	<p>What primary sources will be used in this lesson?</p> <ul style="list-style-type: none"> • Peoria Register Account of Nelson Hackett, Nelson Hackett’s Sworn Statement, Alfred Wallace Sworn Testimony, Decision of the Vigilance Committee <p>What secondary sources will be used in this lesson?</p> <ul style="list-style-type: none"> • Video on Historical Context, Nearpod Presentation on Nelson Hackett, Discussion with Teacher – Graphic Organizer Worksheet
<p style="text-align: center;">Procedures</p>	<p>Students will review these key documents throughout the week and, using Pair Share, will discuss how to answer key questions pertaining to the documents. The class will then come together to identify the best way to interpret these documents.</p> <p>This process will occur each day as we progress to learning the story of Nelson Hackett and his journey to freedom. At the end of each class, students will be asked to answer one overall question from the day’s information.</p>
<p style="text-align: center;">Methods</p>	<p>Students will be asked to use critical thinking to determine which parts of a story are true and which are false – this will eventually be used to review the account of Nelson Hackett in the documents.</p> <p>At the beginning of the week, this will take the form of an imagined story of a fight at the school. How would the principal make a decision about what was accurate if he was receiving conflicting stories from students/teachers? Throughout the rest of the week, students will review key documents about Hackett to formulate a believable theory about what actually happened.</p> <p>By the end of the week, students should leave with an understanding of how events are interpreted, explained, and judged to be trustworthy. Studying history involves considering people’s perspectives and biases; evidence; trustworthiness.</p>

<p style="text-align: center;">Assessment</p>	<p>Monday - Students will use either the Peoria Register's account of Nelson Hackett or the Vigilance Committee's Response to create a timeline of events for Nelson Hackett's escape.</p> <p>Tuesday – Students will pretend they are Nelson Hackett. They will write a letter to the King of England explaining why they escaped and why they should not be returned to Arkansas.</p> <p>Wednesday – Students will create a cartoon booklet or slide show depicting the events that occurred during Hackett's escape, capture, and return to Arkansas.</p> <p>Thursday – Students will create a map, labelling cities by date in Nelson Hackett's journey to freedom.</p> <p>Friday – Multiple Choice or Essay Assessment</p>
<p style="text-align: center;">Reflection</p>	<p>Each day of the week, a question will be posed at the end of class to have students reflect on what they have learned:</p> <p>Monday – Students will list two examples of why the source of information is important.</p> <p>Tuesday – Students will list three things they learned about Nelson Hackett</p> <p>Wednesday – Students will write one question about the escape, capture, and conviction of Nelson Hackett that was not answered from the documents.</p> <p>Thursday – Students will be asked if they think the Vigilance Committee did enough to help Nelson Hackett.</p> <p>Friday – Assessment</p>

	Monday	Tuesday	Wednesday	Thursday
Essential Question	How can we use methods employed by historians to understand the history of enslaved people and African Americans in the United States?	How does the story of Nelson Hackett represent the dangers and uncertainty that enslaved people encountered when seeking freedom? Which type of resistance is Nelson Hackett's actions an example? How can reading like a historian help us to acquire an accurate picture of Nelson Hackett's quest for freedom?	How does the story of Nelson Hackett represent the dangers and uncertainty that enslaved people encountered when seeking freedom? Which type of resistance is Nelson Hackett's actions an example? How can reading like a historian help us to acquire an accurate picture of Nelson Hackett's quest for freedom?	How did the decisions of Vigilance Committee impact the outcome of the case of Nelson Hackett?
Activating Strategy/Hook GP or EMD	Think Pair Share Imagine that you are the principal of a school and you just found out that there was a fight in the lunchroom during lunch. You've asked many students and teachers who witnessed the fight to write down what they saw and who they think started the fight. Unfortunately, you have received many conflicting accounts that disagree not only as to who started the fight, but also as to who was involved and when the fight even started. It's important to remember that NO ONE is just plain lying.	Opening Question: List three obstacles that an enslaved person in the Americas might face when attempting to obtain their freedom.	Opening Question: Why do you think the source of information or evidence is important?	Opening Question: List two reasons why free African Americans would be hesitant to help an enslaved person gain freedom.
RBT or DOK Questions	Think Pair Share: Why would there be different stories of the event if no one is just plain lying?	Who is Nelson Hackett?	Why is historical context important? Historical Context	Why is historical context important?

	<p>What are the different types of people who might have seen this fight? (e.g., friends of those involved versus people who don't know the kids who were fighting; those who were fighting versus those who were witnesses; adults versus kids)</p> <p>What might make one person's story more believable or plausible than another person's?</p>			
<p>Learning Activity 1 GP or EMD</p>	 <p><small>THE FIRST THANKSGIVING, 1621</small></p> <p>Question: The painting The First Thanksgiving 1621 helps historians understand the relationship between the Wampanoag Indians and the Pilgrim settlers in 1621. Do you agree or disagree? Briefly support your answer.</p> <p>Video Sourcing Clip</p>	<p>Nearpod Presentation on Nelson Hackett</p>	<p>Document Analysis: What really happened with Nelson Hackett?</p> <p>Alfred Wallace Sworn Testimony Page 6</p> <p>Adventures: Peoria Register account of Nelson Hackett</p> <p>Nelson Hackett's Sworn statement</p>	<p>Analysis Document: Vigilance Committees' response to Nelson Hackett</p>
<p>Formative Assessment for LA 1</p>	<p>Consider the activities we completed today on sources. List 2 reasons why the source of information is important</p>	<p>Canvas Contribution:</p> <p>List three things you learned about Nelson Hackett today.</p>	<p>Using three primary sources documents, complete the graphic organizer.</p>	<p>Complete graphic organizer</p>
<p>Learning Activity 2 GP or EMD</p>	<p>What do I want them to leave with?</p> <p>How events are interpreted, remembered, explained, and judged to be trustworthy. Studying history involves considering people's perspectives and biases; evidence;</p>			

	trustworthiness. Similar to the principal, historians trying to figure out what happened in the past.			
Formative Assessment for LA 2				
Learning Activity 3 GP or EMD				
Formative Assessment for LA 3				
Learning Activity 4 GP or EMD				
Formative Assessment for LA 4				
Summarizing Strategy	Ticket: Students will list two examples why the source of information is important.	List three things you learned about Nelson Hackett today	Write one question about the escape, capture, and conviction of Nelson Hackett that was not answered from the documents.	Do you think the Vigilance Committee did enough to help Nelson Hackett? Explain why or why not
Practice Homework				
Graphic Organizer				
Summative Assessment				
Feedback / Reflection				