

Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 1 Unit 3 Lesson 3.2	Title	The Militant Period (1830-1840)		
Contributors/Reviewers	CTECS SS team	Revision Date	November 2, 2021	Duration	2 days

Standards	Learning Objectives	Inquiries
National Curriculum Standards for Social Studies 3.2C.3 Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas] 4.4A.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas] HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	• Analyze how African descendants organized and fought for freedom from slavery using historical accounts of race riots from 1830-1840. • Create a podcast/video newscast presenting an event of the militant period ○ Nat Turner’s Rebellion ○ La Amistad ○ Harriet Tubman & UR	• How effective were the actions of abolitionists and the slave rebellions of this period? • Are individual contributions or collective efforts more effective in actualizing social change?
Key Concepts and Terms		Performance Criteria
• Nat Turner • Underground Railroad • Harriet Tubman • La Amistad (1839-1841) Vocabulary: Militant, sectionalism, defining race riot	Podcast/Video Newscast	
Description/Procedures (including time allotted)		

Pre-Teaching/Pre-Reading/Pre-Viewing https://connecticuthistory.org/the-amistad/ ▶ Nat Turner & The Rebellion That Shook the South ▶ Harriet Tubman: Rescued Over 300 Slaves through Underground Railroad Biography		Materials/Resources https://connecticuthistory.org/the-amistad/ ▶ Nat Turner & The Rebellion That Shook t... ▶ Harriet Tubman: Rescued Over 300 Slav... Newscast Project
Initiation/Hook/Activation of Prior Knowledge Define Militant. Discuss as a class.		
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative) - Introduce three major events during this militant period of slave resistance: - Nat Turner Rebellion - Harriet Tubman & the Underground Railroad - La Amistad Revolt - Once briefly mention and discuss these events, review directions of Newscast Project - Students use the next two days to research and create a video news broadcast or news podcast. - Throughout class, the teacher assists with tech questions, research questions, logistics, etc.		
Closing/Evidence of Learning Students submit a Newscast Video or podcast		
Home Links	Extensions	Interdisciplinary Connections
Reflect on how the past is connected to the present, what are some events that happened during this time period that are similar to present-day events (i.e., civil rights leaders and movement, Afro-centric feminists, Black Lives Matter movement, etc.). Read Jackson v. Bulloch and the End of Slavery in Connecticut Connecticut History a CTHumanities Project	Watch and discuss Amistad movie http://teachwithmovies.org/amistad/#unique-identifier Analyze historical slave documents, Library of Congress https://www.loc.gov/item/mesn001 Explore the CT Freedom Trail	The Black Seminole Revolt - and enslaved Blacks How Native American Slaveholders Complicate the Trail of Tears Narrative John Horse: Black Seminole Indian Leader Against Slavery Personal Sacrifice (Margaret Garner, Beloved) (sensitive content, could be trigger for some students)