



Teaching Tip: Unpacking the Directions and Assigning Handouts

Use [this 'unpacking the directions' document](#) to easily access lesson targets, slide decks, and print or assign virtually, student handouts. [Click here for the Spanish version](#)

Case Study 1: Africa

Guiding Question: What do we know about Africa and how has our opinion changed from the beginning of the lesson to the end of the lesson?

Case Study 2: Gallery Walk

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Case Study 3: Common Source Analysis

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?



Learning Target: I can analyze primary sources to learn how Black people resisted the horrible conditions of enslavement.

Teacher Resources

[Day 3 Case Study](#)
[Slide Deck for Day 3](#)
[Click here for the Spanish version](#)
[Original Text](#) A. Steward and S. Truth

Share with Students

[Print all common source handouts at once](#)
Austin Steward Superhero role handouts: [Credible Hulk](#), [Mister E](#), [Captain Context](#), [Connector](#)
[Grade 7 Common Sources Austin Steward](#)
Sojourner Truth Superhero role handouts: [Credible Hulk](#), [Mister E](#), [Captain Context](#), [Connector](#)
[Gr. 7 Common Source Original Text Austin Steward/S. Truth](#)

Case Study 4: Jigsaw Source Sets Analysis

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Case Study 5: Restorative Circle

Guiding Question: What does it feel like to discuss hard history?

Case Study 3: Common Source

Based on a 30–45 minute class.

Guiding Question: How did Black people and their allies resist the horrible conditions of enslavement?

Social Studies Framework Reference

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

7.2e Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State. Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.

S.S. Practice: Gather, Use, Interpret Evidence - As a whole, these case studies are designed for students to use and interpret primary sources. Making inferences is emphasized as part of this interpretation.

New York State Standards: English Language Arts

4R1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.

Teaching Tolerance Standards

Learning for Justice [K-5 Guide to Teaching Slavery](#)

Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are

Justice 13 JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.

Action 17 AC.3-5.17 I know it's important for me to stand up for myself and for others, and I know how to get help if I need to.

Social Studies Practice: Gathering, Using, and Interpreting Evidence

Overview

The teacher will go over the learning target, directions, and any new vocabulary. Students will be broken into two groups. Group 1 will have a copy of the primary source about Austin Steward and the corresponding superhero questions. Group 2 will have a copy of the primary source about Sojourner Truth and the corresponding superhero questions. Each group will read, analyze, and answer the superhero questions using each of the four roles. When both groups have completed the reading and questions, they will gather in a restorative academic circle and share observations and inferences about the question for the day “How did Black people resist the horrible conditions of enslavement?” The teacher will close with the quote by Maya Angelou.



Learning Target: I can analyze primary sources to learn how Black people resisted the horrible conditions of enslavement.

Teacher Resources

OUR LOCAL HISTORY

Day 3 Case Study Grade 4 & 7

Teaching Tip: Unpacking the Directions and Assigning Handouts
Use the following directions to assign handouts to each student. Make sure to assign each student a handout.

Case Study 1: Africa
Case Study 2: Quilting Walk
Case Study 3: Common Source Analysis
Case Study 4: Japanese Source Analysis
Case Study 5: Restorative Circle

Learning Target: I can analyze primary sources to learn how Black people resisted the horrible conditions of enslavement.

Share with Students

Case Study 3: Austin Steward and Sojourner Truth

Case Study #3

Austin Steward and Sojourner Truth

Share with Students

Common Reading: Credible Hulk

Just a few years before the Civil War, a Rochester man, Austin Stewart, published a book about a Black man who was enslaved in the South. Stewart described the conditions of enslavement and the resistance of the enslaved people. Stewart described the conditions of enslavement and the resistance of the enslaved people.

Document 2:
Twenty Two Years a Slave Forty Years a Freeman, Austin Stewart - 1857

Common Reading: Captain Context

Sojourner Truth was born in the year 1757, in the state of New York. She was enslaved and later became a free woman. She was a powerful speaker and a leader in the abolitionist movement. She was a powerful speaker and a leader in the abolitionist movement.

Document:
Narrative of Sojourner Truth, a Bondswoman of Olden, Sojourner Truth - 1875

Day 3 Case Study

[Day 3 Case Study Slide Deck](#)

[Austin Steward Source](#)

[Sojourner Truth Source](#)

[Gr. 7 Common Source Original Texts W/Superhero Roles](#)

Sequence of Instruction

Pre-Teaching/Introduction

Consider the following instructional strategies and suggestions as part of this Case Study.



Vocabulary Teaching Tip

Students may benefit from an Anchor Chart that introduces the vocabulary for the case study. Consider flash cards and other scaffolds that best meet the needs of your learners. Here is a list of terms, concepts, and ideas for all case studies.

Vocabulary			
Enslaved	Freedom Seeker	Enslaver	Enslavement
Primary Source	Armed	Flight	Liberty
Conditions	Autobiography	Excerpt	Ally/Allies



Social-Emotional Teaching Tip

Helping students realize they are part of a team can be a foundational first step. Each of them will become an expert on the assigned primary sources. Together they will be able to tell a more complete story. Encourage students to use a talking piece and take turns sharing about their primary sources in their groups. Be sure to remind them of the group norms agreed to on day 1.

During the lesson it is very important to monitor students closely by paying attention to their verbal and physical cues that reveal how they are feeling. Before the lesson, you can assess students when they self-assess how they are feeling about having this conversation using the 'fist to five' strategy (fist-I'm uncomfortable; 5-I'm ready to talk about this). When you check in with the students, you can encourage them to cover their eyes or put their heads down so only you can see their hands. This gives students anonymity and provides some safety in sharing. It is important to check in throughout the circle using the same strategy. If a student is putting their head down, struggling with eye contact, or using a low or really quiet voice, offer them space; do not pressure them to share, and be sure to check in afterwards. If a student indicates that they aren't ready to move forward, invite them to share what support they need from you and the class to help them move forward.

[2A.2a](#). Identify verbal, physical, and situational cues that indicate how others may feel.

[2B.2b](#). Demonstrate how to interact positively with those who are different from oneself.



Culturally Responsive Teaching Tip **[Critical Step]**

This lesson is designed to show the conditions of enslavement, as well as how the enslaved resisted these conditions. It is essential that students see the ways people of color who were enslaved fought against enslavement and hear their stories from their perspectives. When students learn about individuals and groups that have worked to bring more justice and fairness to the world they see themselves and realize their responsibility and agency in continuing this legacy.

Guide the conversations and ask questions that lead students to see the perseverance, struggle, and courage of people of color in resisting enslavement. Also, help guide the conversation so that they observe the agency of people of color who won their freedom through escape and other ways of resistance. Be conscious of white savior narratives and ask questions that note agency and allies. Students may need some guidance or new lines of thinking to consider that antiracist white people served as allies supporting the Black led freedom struggle.

TT Justice 15 JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice.

TT Action 17 AC.3-5.17 I know it's important for me to stand up for myself and for others, and I know how to get help if I need to.



Pre-Lesson Teaching Tip

Consider introducing the Sourcing Superhero Roles before the lesson so that students can focus on their assigned role and the sources. However, it is possible to introduce the roles for the first time and complete the case study.

Class Activity 1/3: Warm Up & Introduction (5 minutes)

Students will analyze the Learning Target for the Case Study (use Slide 3). Teachers can guide this analysis by focusing on words and activities which are embedded in the Learning Target.

Slide 4: Learning Target:



Learning Target: I can analyze primary sources to learn how Black people resisted the horrible conditions of enslavement.



Teaching Tip

Students may not understand or be familiar with the term “conditions.” This could be a useful moment to be sure there is a correct shared understanding of the term as the class unpacks the learning target.

Class Activity 2/3: Case Study 3 Group Work (25 minutes)

Slide 5: Let students know they will be using the Social Studies practice of “Gathering, Using, and Interpreting Evidence” when analyzing the following primary sources.

Slide 6: Before the lesson, you can assess students when they self-assess how they are feeling about having this conversation using the ‘fist to five’ strategy (fist-I’m uncomfortable; 5-I’m ready to talk about this). When you check in with the students, you can encourage them to cover their eyes or put their heads down so only you can see their hands. This gives students anonymity and provides some safety in sharing. (See Social-Emotional Learning Teaching Tip above.)

Slide 7 - 11: Review important definitions with students.

Slide 13: Present the two primary sources to students. Explain that “[Twenty Two Years a Slave and Forty Years a Free Man](#)” is an autobiography by Austin Steward and that “[Narrative of Sojourner Truth, a Northern Slave](#)” is an oral autobiography by Sojourner Truth.

NOTE: As a child she was enslaved and forced to work instead of attending school. In order to make her voice heard she chose to have an ally, Olive Gilbert, help write her story.

Slide 14: Review the directions and the four superhero roles. There are 4 roles for the Sojourner Truth handout and 4 roles for the Austin Steward handout. The first two questions are the same for all students with the Austin Steward handout, and the same is true for Sojourner Truth handout.



Credible Hulk

The Credible Hulk’s job will be to determine if we can trust this source. Invite kids to start with googling Austin Steward or Sojourner Truth. Are their universities, museums, public historians sharing that these are real people who fought enslavement in NY?

**Mister E**

Mister E will determine what the purpose of the source is, whose voices are missing and not included. Ask kids to consider who in the text they don't hear enough from or whose head they wish they listen in on their thoughts.

**Captain Context**

Captain Context determines when the source was made and looks into what they know about this time period. Invite them to walk around to the gallery walk sources. Does the time frame match up? Both autobiographies describe events before 1827 when enslavement ended.

**The Connector**

The Connector's job is to find the main idea of the source

Slides 15 - 20: Place students into **groups of four** and assign each group to analyze either Austin Steward or Sojourner Truth. Also assign each student a superhero role in the group. Have each team work collaboratively to read the excerpt and answer the first two questions (which are the same for all four students in the group). Then, individually, each can answer the one unique superhero question. These superhero role handouts can be shared as a hard copy or digitally.

Note: Students may wonder how Sojourner Truth found a lawyer. In her autobiography she details how she walked ten miles to collect money from a group of Quakers who were allies in the fight against enslavement. They agreed to pay for the lawyer.

Note: Austin Steward and Milly escaped in April 1814. Reward: \$40 in 1810 is equivalent in purchasing power to about \$1,033.08 today. Escape route: 45 mile walk from Bath to Canandaigua. It would take a minimum of 16 hours.

Slide 21: After the groups complete the work, create **NEW groups of four** students with two students who analyzed Truth joining two students who analyzed Steward. The new groups of four should work to answer 2 focus questions:

1. What conditions did Austin Steward and Sojourner Truth face in enslavement?
2. How did Truth and Steward resist enslavement?

If there is time or during a whole group debrief of these two questions, consider asking what **SIMILARITIES** and **DIFFERENCES** students can note between the experiences of Sojourner Truth and Austin Steward.



Teaching Tip

Expect really tough questions from students. You can provide them with a small notebook and/or post-its to write down questions and unknown vocabulary and submit ANONYMOUSLY to you so you can address the class as a whole. This will give students the opportunity to think and ask freely without hesitancy due to potential concerns about peer judgment. Look for the right moment to pause the learning and reflect using this SEL reflection.

Class Activity 3/3: Academic Circle & Closing Quote (15 Minutes)

Slides 22: Invite students to sit in a circle. Reread the learning target on slide 22.

Slide 23 - 24: Remind them of the group norms set during the previous circle (or develop them now). Read the Round 1 question:

- “What were the conditions of enslavement that Sojourner Truth and Austin Steward faced?”

Have students share using circle protocol. Then read Round 2 question:

- “How did Black people resist the horrible conditions of enslavement?”

Have them share using circle protocol. This is also a time when students might raise questions they have.

Slide 25: ‘Optimistic Closing’ End by reading the closing quote by Maya Angelou.

“You may not control all the events that happen to you, but you can decide not to be reduced by them.”

Encourage students to make connections between this quote and what they learned from analyzing the primary sources.



Teaching Tip

Invite students to identify what zone they are in or what feelings are coming up after learning about the Black Freedom Struggle in New York. You could have student record their zones on a sticky note, share with the class, or turn and talk to a friend. Another option could be to label each corner of the classroom a different color (Blue, Green, Yellow, and Red) and invite them to physically move to the color they are identifying with. Then invite students to share with a friend a tool or strategy they use when they don’t feel in control that helps them keep going. Pay special attention to where students sort themselves and follow up with students in the blue and red zones.

