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

Semester/Unit/Lesson	Semester 2 Unit 2 Lesson 3.1-2	**Title**	Bringing the New Labor Force		
Contributors/Reviewers	CTECS SS Team	**Revision Date**	March 7, 2022	**Duration**	1 day

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework **Dimension 2 Applying disciplinary concepts and tools** HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women). CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. **From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)** CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to: • Compare and contrast US slavery to Latin American slavery	How did slavery in Latin America compare/contrast from slavery in the United States?

From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) **CELP.9-12.4.L.6** Acquire and use accurate 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.		

Key Concepts and Terms	**Performance Criteria**
Impact of the system of labor that existed among Indigenous, enslaved Africans, and "free people." Slave trade in Latin America and the Caribbean for Africans and the Indigenous populations (e.g.,Tainos) Which group of people supplanted the decrease in the Taino population? **Vocabulary:** Plantation society, supplant, Spanish Colonial period	Venn Diagram

Description/Procedures (including time allotted)

Pre-Teaching/Pre-Reading/Pre-Viewing

The Freedom Womb Project: The Free Womb Project

https://face2faceafrica.com/article/libertos-fascinating-history-origin-afro-puerto-ricans#:%7E:text=Libertos%20were%20Puerto%2DRicans%20of,the%20oppression%20of%20the%20conquerors

Initiation/Hook/Activation of Prior Knowledge

- Begin by watching short youtube Ted talk on Atlantic Slave Trade:
  - The Atlantic slave trade: What too few textbooks told you - Anthony Hazard
  - Discuss Ted talk video as a class. Point out facts they each found interesting/shocking.

Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)

Materials/Resources

https://thefreewombproject.com/

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The Atlantic slave trade: What too few t...

https://www.choices.edu/video/slave-systems-across-the-americas/

Students create a list of what they believe might be some differences. Then watch intro video identifying three key points:

- Race categories
- Urban v Rural slavery
- Anti-black racism: laws, customs, and traditions constructed around slavery

What were the differences between slave systems across the Americas? - Choices Program

- Differences of slavery across the Americas

Students should then read article that compares/contrasts slavery in US and in Latin America

- https://www.gilderlehrman.org/history-resources/teaching-resource/

Create a Venn diagram comparing/contrasting Slavery in NA and C/S American with at least 4 different points in each section using Google Drawing activity.

https://www.gilderlehrman.org/history-resources/teaching-resource/historical-context-american-slavery-comparative-perspective

Venn Diagram: US v LA Slavery

Closing/Evidence of Learning

Venn Diagram: US v LA Slavery

Home Links	Extensions	Interdisciplinary Connections
Students read, discuss, and reflect with their families any new learning about Education during slavery in Puerto Rico. Celestina Cordero: A Black Puerto Rican Educator During the Era of Slavery | Centro de Estudios Puertorriqueños Families who are Spanish speaking can use the following article: Celestina Cordero: una maestra negra puertorriqueña en la época de la esclavitud.	Students can visit a virtual museum and analyze paintings that depict the history of enslaved Africans and Indigenous people Create a presentation, write a short essay (2-3 pages), video, etc. The purpose of this activity is for students to compare two different "Free Womb" laws in the following countries and territory: • Argentina • Chile • Colombia • Cuba • Paraguay • Peru • Puerto Rico • Venezuela	English - Read biographies or autobiographies Economics - Look at the economic motivation of slavery by analyzing data and numbers