



Teaching Tip: Learning for Justice Teaching Hard History

This case study is anchored in the NYS Social Studies Framework, the NYS Culturally Responsive Framework, and the [Learning for Justice Teaching Hard History Framework for Teaching American Slavery](#). It may be beneficial to read through this guide prior to teaching the case study.

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?



Learning Target: I can analyze artifacts to identify the diversity, rich histories and traditions that Africa has always had.

Teacher Resources

[Day 1 Case Study](#)
[Slide Deck for Day 1](#)

Share with Students

[Partner activity handout](#)
[Exit Ticket](#)

Case Study 2: Gallery Walk

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



Learning Target: I can participate in a gallery walk to understand enslavement in New York and how people resisted it.

Teacher Resources

[Day 2 Case Study](#)
[Slide Deck for Day 2](#)

Share with Students

[Gallery Walk Images](#) (for printing)

Case Study 3: 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](#)

Share with Students

Austin Steward Superhero role handouts: [Credible Hulk](#), [Mister E](#), [Captain Context](#), [Main Idea Master/Connector](#)
Sojourner Truth Superhero role handouts: [Credible Hulk](#), [Mister E](#), [Captain Context](#), [Main Idea Master/Connector](#)

Case Study 4: Jigsaw Source Sets Analysis

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



Learning Target: I can investigate how Black people and their allies resisted the horrible conditions of enslavement.

Teacher Resources

[Day 4 Case Study](#)
[Slide Deck for Day 4](#)

Share with Students

[Jigsaw #1](#), [Jigsaw #2](#), [Jigsaw #3](#), [Jigsaw #4](#)

Case Study 5: Restorative Circle

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



Learning Target: I can participate in a community circle to discuss our learning on enslavement and how we feel.

Teacher Resources

[Day 5 Case Study](#)
[Slide Deck for Day 5](#)

Share with Students

[Exit Ticket](#)

Our work is supervised by a community led Advisory Board:

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