Teaching Tip: Unpacking the Directions and Assigning Handouts

Below are teacher directions that correspond with the linked slides and handouts. Click here for the Spanish translation of the curriculum. All materials can be accessed at resistancemapping.org.

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?

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	Share with Students
Day 4 Case Study SW Slide Deck for Day 4 SW	**Jigsaw #1 Underground Railroad SW, Jigsaw #2 Thomas James SW, Jigsaw #3 Advertisements for Freedom Seekers SW Jigsaw #4 Abolition in NYS SW** Print all jigsaws at once Learn more about enslavement in the Hudson Valley at https://peoplenotproperty.hudsonvalley.org/

Case Study 5: Restorative Circle

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

Case Study 4: Jigsaw Sources

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

4.5 In Search of Freedom and a Call for Change: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CVI)
4.5a There were slaves in New York State. People worked to fight against slavery and for change. Grades K-8 Page 55 Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.
4.5c The United States became divided over several issues, including slavery, resulting in the Civil War. New York State supported the Union and played an important role in this war. Students will explore how New York State supported the Union during the Civil War, providing soldiers, equipment, and food.
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

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Teaching Tolerance Standards

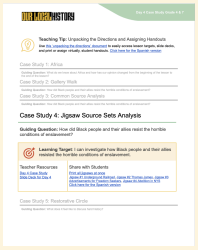
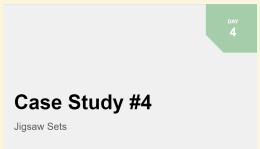
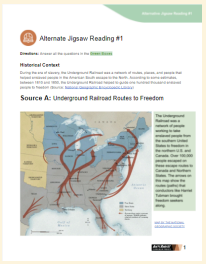
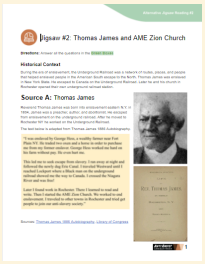
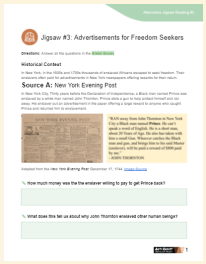
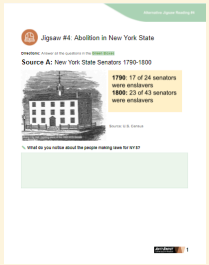
Learning for Justice K-5 Guide to Teaching Slavery
Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are
Diversity 7 DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.
Justice 12 JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.
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.
Justice 15 JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice.

Social Studies Practice: Gathering, Using, and Interpreting Evidence

Overview

Students will explore the ways Black people and their allies in New York and in Rochester resisted the horrible conditions of enslavement through a structured analysis of four sources. This activity is designed to help students practice their source-analysis skills and deepen their understanding of how European Colonists expanded slavery by forcing Africans to come to New York, that the main purpose of slavery was to make money for enslavers, and that in every time and place enslaved people sought freedom. They will also be encouraged to connect the jigsaw sources to the common source readings on Sojourner Truth and Austin Steward.

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

Teacher Resources		Share with Students			
					
Day 4 Case Study	Day 4 Case Study Slide Deck	#1 Underground Railroad	#2 Thomas James & AME Zion	#3 Newspaper Advertisements	#4 Abolition in New York

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 picture books, flash cards and other scaffolds that best meet the needs of your learners. Here is a list of terms, concepts, and ideas for the lesson.

Vocabulary		
Antiracist	Racist	Freedom Seeker
Ally	Underground Railroad	

Social-Emotional Teaching Tip



Figure 1: Framework for Systemic Social and Emotional Learning. ©CASEL 2017

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 jigsaw source. Together they will be able to tell a more complete story. Encourage students to use a talking piece and take turns sharing about their jigsaw sources in their groups. Be sure to remind them of the group norms agreed to on day 1.

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 connect students to the legacy of civic action for racial justice in New York State. It is essential that students see the ways people of color 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.

Help them notice the perseverance, struggle, and courage of people of color in resisting enslavement. Also, help them understand that it was people of color who won their freedom through escape, their running of the underground railroad, and fighting in the civil war. Avoid white savior narratives. Help students think about anti racist white folks 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.

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 3: Learning Target:

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

Class Activity 2/3: Jigsaw Protocol (25 minutes)

Teachers should display the jigsaw slide deck which begins with the Learning Target.

Slides 5 - 10: Review the vocabulary terms Racist, Antiracist, Racist Policy, Freedom Seeker,

Underground Railroad, and Ally. The examples of each definition are previews into the individuals and ideas they will be exploring in the four jigsaw sets. Feel free to share this quizlet with students to practice the terms.

Introduce them to each of the four jigsaw sources (**use Slides 12 - 15**) and emphasize that each student will be responsible to learn and teach their group about their source. Let them know they will have questions to respond to for each jigsaw source. Then they record what they thought was most important on their chart paper. When students are done, have each student share with their group about what they learned and how it connects to the inquiry question.

Jigsaw Reading 1: Underground Railroad, Conductor Harriet Tubman, and Stationmaster Austin Steward

About the set: Source 1A is a National Geographic Map depicting the routes of the underground railroad. Students may need support understanding this is not an actual railroad but an organized secret group of conductors and stations or safehouses helping freedom seekers get to Canada. 1B is a photograph of one of the most famous Underground Railroad Conductors Harriet Tubman. 1C and 1D highlight local examples of Black and white leaders of the underground railroad.

Teaching Tip

Some students may view Harriet Tubman as appearing mad or even mean in the photograph. Students may need support understanding that enslavement of her people is what may be making her mad. Help students understand that Black people fought for their freedom and the freedom of their people in every time and every place.

Jigsaw Reading 2: Thomas James and AME Zion Church

About the source: During the era of slavery, the Underground Railroad was a network of routes, places, and people that helped enslaved people in the American South escape to the North. Thomas James was enslaved in New York State. He escaped to Canada on the Underground Railroad. Later he and his church in Rochester opened their own underground railroad station. Source 2A is adapted from Thomas James' 1886 Autobiography using the Stanford History Education Group's adaptation tools to make it more accessible to fourth graders. Notice that James escaped along the Erie Canal. Help activate student's background knowledge about the Erie Canal going through their community.

Source 2B is a photograph of the African Methodist Episcopalion Church (AME) Zion Church in Rochester, NY. Black members of AME Zion churches across NYS worked together to help freedom seekers escape from enslavement.

Teaching Tip

Help students understand that Black people fought for their freedom and the freedom of their people. Draw their attention to the Black man in Lockport who helped James make it to Canada. Some students may be confused why James returned from Canada to Rochester. In his autobiography James describes the need for work as well as a white ally who

was willing to host him. Enough time had gone by that he felt it safe to return to the U.S. It is important to help students understand that Black people fought for their freedom and they had white allies like the Posts who supported them in this work. White people didn't save Black people from enslavement. Black people saved themselves and were supported by allies. Lastly, the Posts are included to show students that enslavement wasn't accepted or passively accepted by all white people.

Jigsaw Reading 3: Newspaper Advertisements

About the source: Learning For Justice's Teaching Hard History Resource suggests the use of newspaper advertisements from enslavers seeking the capture of freedom seekers they 'owned'. These advertisements have been adapted using the Stanford History Education Group's adaptation tools to make them accessible to students. These advertisements show that the main purpose of enslaving people is to make money. Source 3A shows enslaved people who sought freedom prior to the American Revolution and Source 3B shows the local efforts and collaboration between newspapers and community leaders to maintain and enforce slavery.

Teaching Tip

This source helps students see that white people in New York were enslavers. They enslaved people of color because their work helped them accrue significant resources. Students often ask teachers why people would enslave other people. This is a complicated question, but financial gain is certainly a significant part of the answer. These advertisements also demonstrate that enslavement was a horrible institution. So horrible that people of color were willing to risk their lives to seek freedom. Lastly, be sure to check in with students about feelings that might arise when they realize the local connection to enforcing slavery.

Jigsaw Reading 4: Abolition in New York State

About the source: In 1799, New York passed the Gradual Emancipation Act that specified that children born to an enslaved mother after July 4, 1799 were declared legally free--but not until male children had turned 28, and females 25. Enslaved people born before that date remained in servitude. Enslavement in NYS didn't officially end until 1827. This jigsaw demonstrates that more than half of NYS lawmakers were enslavers profiting off of the institution of slavery. Austin Steward gave the official emancipation speech in Rochester on July 4th, 1827.

Teaching Tip

Students may require support understanding that the primary driver of enslavement was money. NYS lawmakers could have completely abolished slavery in 1799 instead they chose to end it gradually allowing them to continue profiting. Help students recognize

that enslavement ended in 1827 in part because of the efforts of enslaved New Yorkers like Steward who worked tirelessly for abolition. Lastly, be sure to highlight that locally and across NYS Black and White people rejoiced and celebrated emancipation with parades, marches, songs, dancing and speeches. Black people and their allies maintained hope, joy, and resistance for over 200 years since enslavement began with the Dutch in the early 1600s. Change is possible!

Class Activity 3/3: Reflection and Synthesis (15 Minutes)

When students have read and analyzed their jigsaw source, have them each share out in their group about what they learned. Each Jigsaw Reading concluded with the same "Final Questions" so encourage groups to discuss each person's answer to those questions (**use Slide 16**).

If there's time, pull the students into an academic circle. Remind them of the group norms and invite them to respond to the question

> **Using evidence from your jigsaw to explain how Black people and their allies resisted the horrible conditions of enslavement?**

Slide 17: Reread the learning target and ask students to share how they know they met it.



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

Slide 18: Read the closing quote from Civil Rights Leader and Congressman John Lewis. Be sure to tell students that the image they are viewing is of a 3 story mural in downtown Rochester.

> "Rosa Parks inspired me to find a way to get in the way, to get in trouble...good trouble, necessary trouble."

Ask students to use a sticky note to write down a person they learned about today that they don't want to forget or who inspires you to take action, to get in the way, to get in good trouble, necessary trouble and help make the world a better place. It may be helpful to model this for students. For example, 'I am inspired by the 100 year old man in Jigsaw #3 who escaped from enslavement. He shows me that you are never too old to make a difference.'

Slide 19: 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 who they learned about or know that inspires them.