

Mini Lesson Day 1: Colonization & the Americas

Overview: This is the first of a series of 8 mini-lessons to connect democratic principles and civic engagement acted out in the early development of the United States to activism today. These materials are intended to be tacked onto the end of whatever day the teacher covers standard 8.10 as a summary activity for the standard. They may also be taught at the end of the year as course review materials. *This lesson is adapted from the National Endowment for the Humanities Edsitement lesson plan, William Henry Singleton's Resistance to Slavery: Overt and Covert written by Laurel Sneed.*

Social Studies Content Standards:

8.10 Identify the origins and development of slavery in the colonies, overt and passive resistance to enslavement, and the Middle Passage.

Social Studies Practices:

SSP.02 Critically examine a primary or secondary source in order to: Extract and paraphrase significant ideas and relevant information, distinguish the difference between fact and opinion, draw inferences and conclusions, recognize author's purpose, point of view, and bias, assess the strengths and limitations of arguments

SSP.04 Construct and communicate arguments citing supporting evidence to: Demonstrate and defend an understanding of ideas, compare and contrast viewpoints, illustrate cause and effect, predict likely outcomes, devise new outcomes or solutions

SSP.05 Develop historical awareness by: Recognizing how and why historical accounts change over time, perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness, evaluating how unique circumstances of time and place create context and contribute to action and reaction, identifying patterns of continuity and change over time, making connections to the present

SEL Standards:

3B.4 Works collaboratively with peers to complete a job, task, or address a need

3C.2 Recognizes the similarities of different cultures and social groups

3C.3 Recognizes the value of different cultures and social groups

5A.2 Analyzes the reason for school and societal rules and their impact on decisions

Objectives:

I can evaluate the effectiveness of covert and overt actions taken against slavery.

I can evaluate strategies used to resist and eliminate injustices today.

Materials:

Mini Lesson Day 1 Powerpoint

Setting the Foundation of American Democracy and Activism packet

Launch: Transition to Examining Overt and Covert Resistance to Slavery

Explain to the students that you will be reviewing the ways in which enslaved people overtly and covertly resisted their enslavement. Using the *Mini Lesson Day 1 Powerpoint* lead students through the activity that defines covert, overt, and resistance and asks students to brainstorm overt and covert methods of resistance.

Procedure:**William Henry Singleton Biography**

1. Explain that you will start today's lesson by reading a short biography about William Henry Singleton, a person who was enslaved and resisted slavery.
2. Pass out the *Setting the Foundation of American Democracy and Activism* packet and have students turn to the biography and reading question for William Henry Singleton. The reading question asks students to list the overt and covert forms of resistance Singleton used as discussed in the biography. The areas where the biography discusses these forms of resistance are in bold.
3. After students have read the article ask students to share out the ways in which Singleton resisted slavery.

Resisting Injustice Today

1. Direct students to the activity in the packet, Resisting Injustice Today.
2. Have students work in small groups to complete the handout which asks students to reflect on various forms of injustice, the individuals and groups impacted by those injustices, and forms of resistance that could be used against those injustices.

Possible Teacher Discussion Prompts and Student Responses (Teacher prompts can be verbally presented in dialogue or selected and added to text boxes within the Resisting Slavery and Resisting Injustice Today handout.

- What forms of injustice have you experienced at school?
- What forms of injustice have you seen in your community? In Nashville?
- What forms of injustice have you seen on the internet or on TV?
- What are ways you have seen peers resist injustice?
- What are ways you have seen leaders resist injustice?
- What are ways you have seen people resist injustice on TV or in movies?

Closing/Reflection:

1. Have students share with the class the various forms of injustice and resistance that their group came up with during the last activity. When students are sharing, challenge them to reflect on whether the strategy is covert or overt.

Differentiation:

- Teacher should read reflection questions out loud for worksheets and brainstorm strategies
- Strategic Grouping/Partnerships
- Scaffolded Teacher Prompts