

<b>Course Code: HVS11 - US History</b>	<b>Grade Level: 12th</b>
<b>Teacher: Mr. Felix/Mr. Hinton</b>	<b>Three-day lesson: Day 1 research; Day 2 Gallery Walk; Day 3 (5) paragraph writing assignment</b>

<b>AIM</b>	<i>How did slavery impact the African American family structure and what are its current implications?</i>
<b>LEARNING OBJECTIVES</b>	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> <li>- Explain why slavery as an institution was antithetical to the forging of the black family unit</li> <li>- Explain why the legacy of slavery continues to impact the black family unit today</li> </ul>
<b>COMMON CORE STANDARDS</b> <a href="http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf">http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf</a>	<p><b>RD2</b> - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH7</b> - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>WHST2b</b> - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b>WHST4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST5</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
<b>MATERIALS</b>	Smartboard, primary source documents, pen & paper (students), internet
<b>GROUPING</b>	Pairs

<b>DO NOW</b>	
<b>DIRECT INSTRUCTION</b>	<p>Description:</p> <ul style="list-style-type: none"> <li>- Discuss how the requirements and demands of the slave economy/slave trade was antithetical to the humanitarian needs of the black family</li> <li>- Explain to students that slavery was an institution that used enslaved Africans as a commodity.</li> <li>- Read and discuss 2 online articles of the enslaved African American family in the colonial U.S.</li> <li>- Quash Gomer "The Life of Quash Gomer and His Family" &amp; "Church and Vital Records"</li> <li>- "The Negro in Colonial New England" chapter VIII "The Slave Family" pgs200-202 and.211-217</li> <li>- <a href="http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/aafamilies.htm">http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/aafamilies.htm</a></li> <li>- <a href="http://www.countriesquest.com/north_america/usa/people/family_life/african_american_families_under_slavery.htm">http://www.countriesquest.com/north_america/usa/people/family_life/african_american_families_under_slavery.htm</a></li> <li>-</li> </ul> <p>Essential Question: How can we incorporate the text and data of historically disempowered and silenced groups and individuals into our historical narrative?</p> <p>-</p>

<b>GUIDED PRACTICE</b>	<p>Description:</p> <ul style="list-style-type: none"> <li>- Students will be placed in groups of 3 – 4 and be given different documents from the Quash Gomer and “The Negro in Colonial New England” packet.</li> <li>- Individually students will review their documents and annotate on important facts, details, quotes, etc.</li> <li>- Then, as a group, they will create a report to present to the class on their document(s)</li> <li>- Each group will share their document(s) to the class.</li> </ul>
	<p>Questions for discussion:</p> <ul style="list-style-type: none"> <li>-</li> </ul>
<b>INDEPENDENT PRACTICE</b>	<p>Description:</p> <ul style="list-style-type: none"> <li>- In their groups, students will research from given packets containing artifacts and document from the colonial era.</li> <li>- Groups are structured as reporters, researchers, timekeepers</li> <li>- Students will present their findings to the whole class</li> <li>- Individual students are responsible for taking notes on the following questions: <ul style="list-style-type: none"> <li>o Summary of your document</li> <li>o What are the evidences in your documents that African Americans made efforts to create families in spite of slavery?</li> <li>o Based on your document, how did enslavement impact African Americans during slavery?</li> </ul> </li> </ul>
	<p>AGENDA:</p> <ol style="list-style-type: none"> <li>1) Do Now</li> <li>2) Mini-lesson</li> <li>3) Group work</li> <li>4) Presentation/Share out</li> <li>5) Summary</li> </ol> <p>-</p>
<b>SUMMARY</b>	Share Out