

RESISTANCE

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Grade Level: 9-12

Lesson Length: One to Two Class Periods

PREPARATION

BACKGROUND RESOURCES	SUPPLIES/MATERIALS
<u>Underground Railroad Songs</u>	<ul style="list-style-type: none"> PowerPoint
<u>People Not Property</u>	<ul style="list-style-type: none"> Chromebooks
<u>WPA Slave Narratives</u>	<ul style="list-style-type: none"> Graphic Organizer
<u>WPA Interviews</u>	<ul style="list-style-type: none"> Student Handouts
<u>HHV's Resources for Students and Teachers</u>	<ul style="list-style-type: none"> Exit Ticket

ESSENTIAL VOCABULARY

Enslaved person (instead of “slave”): Someone who is forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

Enslavement: The act of forcing or holding into slavery.

Enslaver (instead of “master” or “owner”): Someone who keeps human beings in bondage and considers them to be property.

Resistance: The act or power of resisting, opposing, or withstanding.

TECHNOLOGICAL NEEDS	ACCESSIBILITY
<p>These lessons in particular require students to access technology in order to utilize and review the resources. This includes providing a Chromebook to each individual student. With this, they can complete the graphic organizers. Schools with less access to technology can ignore instructions for independent devices and view these documents as a whole class. This can be done through utilizing a projector or making printed copies of the documents for each student.</p>	<p>In order to support students with IEPs, English-language learners, or disabled students, the following aspects of the lesson can be adapted:</p> <ul style="list-style-type: none">• Receiving an outline or reviewing vocabulary terms prior to each lesson• Offering independent activities in lieu of group-based work• Including options to independently write and draw rather than a discussion, providing opportunities for different modes of expression.

LANGUAGE
<p>To respect the identity and agency of enslaved individuals, use people-first language.</p> <ul style="list-style-type: none">• “Enslaved people” instead of “slaves”• “Slave labor camps” instead of “plantations”• “Enslavers” instead of “slave owners” <p>Modeling this language for students can be transformative for students' own vocabulary and perspective on American slavery.</p>

EDUCATIONAL OVERVIEW AND RATIONALE

ESSENTIAL QUESTIONS

Over the course of the lesson, the students will investigate the following essential questions:

- How did the enslaved individuals exhibit forms of resistance?
- What actions led to this resistance?

LEARNING OUTCOMES	INDICATORS
<p>Identify, analyze, and evaluate various forms of resistance exhibited by enslaved people.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze songs from the Underground Railroad through the warm-up activity • Identify choices of resistance based on provided prompts • Differentiate these choices through a graphic organizer • Respond to discourse questions • Read and respond to a WPA interview through the exit ticket activity
<p>Comprehend the strategies, cultural expressions, and collective actions used to challenge oppression, maintain autonomy, and assert agency within the context of enslavement.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze songs from the Underground Railroad through the warm-up activity • Identify appropriate strategies within the context of enslavement in response to provided prompts • Differentiate these strategies through a graphic organizer

LEARNING FOR JUSTICE ESSENTIAL KNOWLEDGE	NEW YORK STATE SOCIAL STUDIES/ELA STANDARDS
<p><i>SUMMARY OBJECTIVE 9:</i> Students will describe the principal ways the labor of enslaved people was organized and controlled in what is now the United States.</p> <p><i>SUMMARY OBJECTIVE 11:</i> Students will recognize that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing their enslavers.</p> <p><i>SUMMARY OBJECTIVE 12:</i> Students will discuss the nature, persistence and impact of the spiritual beliefs and cultures of enslaved people.</p>	<p>9.10 c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth</p> <p>9.10 d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.</p> <p>11.1 b (2) Students will examine the factors influencing variations in colonial social structures and labor systems.</p> <p>11.1 b (3) Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.</p>

LESSON OUTLINE

PRE-REQUISITE KNOWLEDGE
<p>Students should know that:</p> <ul style="list-style-type: none"> • Europeans had practiced slavery before they colonized the Americas, however the nature of slavery changed as a result of their colonization of the Americas • Europeans practiced slavery in all their colonies in North America. • Slavery is when a person owns another person as property. • The experiences of enslaved people varied depending on time, location, type of labor performed, and gender. • Understanding the history of slavery is essential to understanding the development of the United States of America. • When we study slavery, we will talk about the labor enslaved people performed, how they resisted, how they maintained their home cultures (as well as developed new traditions), and the communities that enslaved people formed.

ESTABLISHING NORMS

Students should agree to engage in discussing about slavery according to the following norms:

- Appropriate language should be used by teachers and students when discussing slavery and enslaved individuals in primary source texts.
- Slavery should not be discussed in comparisons (such as “better/easier” vs “worse/harder”) to other situations, groups, or repressive institutions.

Primary sources may use language to describe enslaved people or people of color that we may find offensive or harmful. Encountering this language in primary sources does not mean that students or teachers will use this language in class discussions.

LESSON FOCUS AND GOALS

This lesson will analyze the various ways in which the enslaved resisted. Students will complete an activity called “What could they do?” three times to highlight the various ways enslaved people resisted. The students will use a graphic organizer to track what actions led to the resistance and they will use different combinations of responses to understand what resistance of the enslaved entailed. Students will then analyze an interview from the WPA Slave Narratives about resistance in their region.

Note: Teacher should try to find a WPA Slave Narrative that brings this lesson to light for students in their region.

Note: Oral history will be described and used throughout the WPA Slave Narratives. A description of this topic is listed below:

- Oral history: This is when people are interviewed about their lives to provide their perspective on a historical moment. The most famous set of oral histories related to American Slavery come from The Federal Writers Project Slave Narratives. This was a New Deal effort in which writers were hired to conduct interviews with formerly enslaved people across the country.

ACTIVITIES

Warm- up:

- Allow students to try and understand a hymn that would have been used as a coded message for the Underground Railroad.
 - [Links to site for songs of the Underground Railroad](#)
 - Students can do a brief free-write or discuss as a class what messages of resistance they hear in the song

Investigation:

Activity 1: “What could they do” Scenarios

Link to the site for this activity

- With a partner students will be making scenarios based on the prompts provided.
- Each scenario has three steps and they will need to record the decisions they make for each prompt.
- At the end of the three steps they will be given a real story about what the enslaved did based on those choices.
- Students should write these stories down in their [graphic organizer](#) and be ready to discuss the ways in which enslaved people resisted enslavement and why that specific way was significant.
- They will repeat this process three times with a partner.
- Model this process for the students starting with the prompt “If enslaved individuals”
 - *Choose choice A: Were taken away from family and community*
- The prompt should then be “If enslaved individuals were taken away from family and community they could...”
 - *Choose choice C: Disrupt the work environment*
- The prompt should then be “If enslaved individuals were taken away from family and community they could disrupt the work environment and an outcome could have been”
 - *Choose choice C: To coordinate rebellion with others*
 - Final Story will be about Cuffee and the 1741 Rebellion

Ex Chart:

Prompt	Prompt	Prompt
If enslaved individuals...	If enslaved individuals were taken away from family and community...	If enslaved individuals were taken away from family and community, they could disrupt the work environment and the outcome could have been
Choice	Choice	Choice
Choice A: Were taken away from family and community	Choice C: To disrupt the work environment	Choice C: To coordinate rebellion with others
Final Story (describe how they resisted)		
The 1741 Rebellion		

- Tell students they will now go through this process three times with their partner. Remind them that they must write down the prompts as well as their choices in the graphic organizer.

Discussion:

- What forms of resistance did enslaved individuals employ in the Hudson Valley, as depicted in the source?
- How did the concept of "slave culture" and the practice of African cultural retention influence the strategies of resistance chosen by enslaved people in the Hudson Valley?
- Discuss the importance of community and solidarity among enslaved individuals in fostering resistance and rebellion. Provide examples from the source to support your argument.
- In what ways did the legal system and the presence of abolitionists impact the landscape of resistance and emancipation in the Hudson Valley?

Analyze the role of religion and spirituality in shaping the resistance movements of enslaved people in the Hudson Valley, as showcased in the stories and accounts presented in the source.

Reflection:

Exit Ticket:

Directions: Read this narrative about an enslaved person in Howard County and answer the questions that follow.

[Link to WPA Interview](#)

Note: The WPA (Works Progress Administration) interviews were a series of oral history interviews conducted in the 1930s as part of a federal government initiative to document the experiences of formerly enslaved individuals living in the United States. These interviews aimed to capture firsthand accounts of life under slavery, including personal narratives, memories, and insights into the realities of slavery from those who had lived through it, providing invaluable primary source material for understanding the history and impact of enslavement in America.

Note: The WPA interview in this lesson is from a Howard County, MD account but the teacher can find a WPA interview closer to their location so that it is more impactful for students.

1. In the passage, how did enslaved individuals like Joe Nick demonstrate resistance against slavery? Discuss the significance of Old Nick's decision to run away and join the Union Army during the Civil War.
2. What tactics did enslavers and others employ to capture individuals like Old Nick? How did they use bloodhounds and other means to track down and recapture individuals seeking freedom?
3. How did the community of Ellicott City respond to Old Nick's escape and eventual return as a Union soldier? Discuss the conflicting perspectives and reactions from different individuals and groups.
4. In what ways did the Underground Railroad, as implied by Old Nick's story, play a role in enabling enslaved individuals to seek freedom and resist the institution of slavery? Analyze the risks and challenges involved in escaping and evading capture.
5. Discuss the role of the legal system in the resistance efforts of enslaved individuals. How did Old Nick's arrest and the subsequent actions of the U.S. Marshal demonstrate the complexities and struggles faced by those who resisted slavery during this time?

Name: _____ Date: _____

Model Scenario

Prompt	Prompt	Prompt
If enslaved individuals...	If enslaved individuals were taken away from family and community...	If enslaved individuals were taken away from family and community, they could disrupt the work environment and the outcome could have been
Choice	Choice	Choice
Choice A: Were taken away from family and community	Choice C: To disrupt the work environment	Choice C: To coordinate rebellion with others

Final Story (describe how they resisted)

The 1741 Rebellion

Prompt	Prompt	Prompt
Choice	Choice	Choice

Scenario #1

Final Story (describe how they resisted)

Prompt	Prompt	Prompt
Choice	Choice	Choice

Scenario #2

Final Story (describe how they resisted)

Prompt	Prompt	Prompt
Choice	Choice	Choice

Scenario #3

Final Story (describe how they resisted)

Name: _____ Date: _____

Exit Ticket: Read the narrative about an enslaved person in Howard County and answer the following questions.

In the passage, how did enslaved individuals like Old Nick demonstrate resistance against slavery? Discuss the significance of Old Nick's decision to run away and join the Union Army during the Civil War.

What tactics did enslavers and others employ to capture individuals like Old Nick? How did they use bloodhounds and other means to track down and recapture individuals seeking freedom?

How did the community of Ellicott City respond to Old Nick's escape and eventual return as a Union soldier? Discuss the conflicting perspectives and reactions from different individuals and groups.

In what ways did the Underground Railroad, as implied by Old Nick's story, play a role in enabling enslaved individuals to seek freedom and resist the institution of slavery? Analyze the risks and challenges involved in escaping and evading capture.

Discuss the role of the legal system in the resistance efforts of enslaved individuals. How did Old Nick's arrest and the subsequent actions of the U.S. Marshal demonstrate the complexities and struggles faced by those who resisted slavery during this time?



LESSON 4: RESISTANCE

What Could They Do?

Historic
Hudson
Valley

Celebrated Places.
Legendary Experiences.

WARM UP

Listen to a Message of Resistance

We are going to listen to a hymn that was sung on the Underground Railroad

Do we hear resistance in this song?

INVESTIGATION

What could they do scenarios?

With a partner you will be making scenarios based on the prompts provided to you.

Each scenario has three steps and you will need to record the decisions you made for each prompt.

At the end you will be given a real story about what the enslaved did based on your choices. Write these stories down on your graphic organizer and be ready to discuss the ways in which they resisted enslavement and why this way was significant.

You will repeat this process three times with your partner.

What Could They Do?

Directions: Go through the “what could they do” scenarios and write down each choice you made and the consequence to that choice. Continue until you reach the final story in which you will be analyzing.



Prompt 1

Prompt 2

Prompt 3

Choice:

Choice:

Choice:

Final Story:

What Could They Do?

Directions: Go through the “what could they do” scenarios and write down each choice you made and the consequence to that choice. Continue until you reach the final story in which you will be analyzing.

If enslaved individuals...

If enslaved individuals were taken away from family and community

If enslaved individuals were taken away from family and community they could disrupt the work environment and the outcome could have been

Choice A: Were taken away from family and community

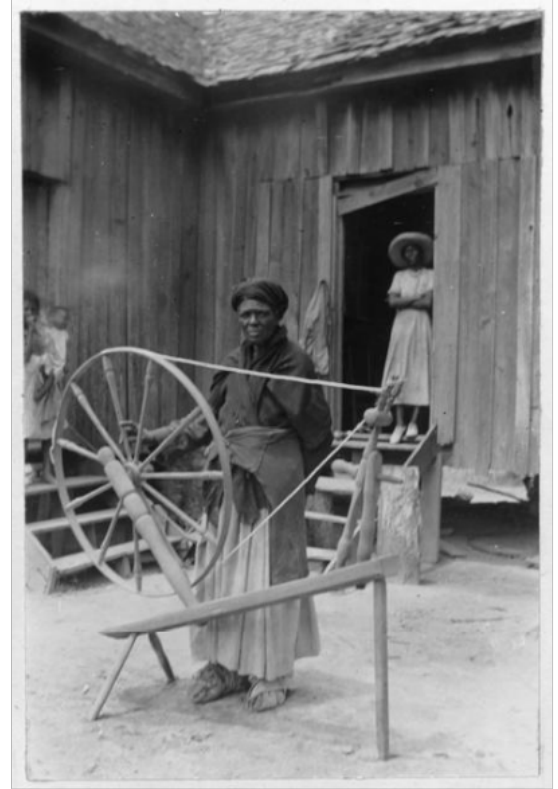
Choice C: To disrupt the work environment

Choice C: To coordinate rebellion with others

Final Story: 1741 Rebellion

READ: ORAL HISTORY

- ▷ Oral history: When people are interviewed about their perspective on a historical moment
- ▷ In 1937, a New Deal project hired writers to conduct interviews with formerly enslaved people
- ▷ This is the largest collection of oral histories about slavery
- ▷ We are going to read one from Howard County



Lucindy Laurence Jurdon, 79
Interviewee

REFLECTION

DISCUSSION:

1. What forms of resistance did enslaved individuals employ in the Hudson Valley, as depicted in the source?
2. How did the concept of "slave culture" and the practice of African cultural retention influence the strategies of resistance chosen by enslaved people in the Hudson Valley?
3. Discuss the importance of community and solidarity among enslaved individuals in fostering resistance and rebellion. Provide examples from the source to support your argument.
4. In what ways did the legal system and the presence of abolitionists impact the landscape of resistance and emancipation in the Hudson Valley?
5. Analyze the role of religion and spirituality in shaping the resistance movements of enslaved people in the Hudson Valley, as showcased in the stories and accounts presented in the source.

Exit Ticket:

1. In the passage, how did enslaved individuals like Joe Nick demonstrate resistance against slavery? Discuss the significance of Old Nick's decision to run away and join the Union Army during the Civil War.
2. What tactics did slave owners and others employ to capture runaway slaves like Old Nick? How did they use bloodhounds and other means to track down and recapture individuals seeking freedom?
3. How did the community of Ellicott City respond to Old Nick's escape and eventual return as a Union soldier? Discuss the conflicting perspectives and reactions from different individuals and groups.
4. In what ways did the Underground Railroad, as implied by Old Nick's story, play a role in enabling enslaved individuals to seek freedom and resist the institution of slavery? Analyze the risks and challenges involved in escaping and evading capture.
5. Discuss the role of the legal system in the resistance efforts of enslaved individuals. How did Old Nick's arrest and the subsequent actions of the U.S. Marshal demonstrate the complexities and struggles faced by those who resisted slavery during this time?

NEXT TIME:

How do we commemorate and acknowledge the history of slavery?