

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

AIM	<i>How did slavery impact the African American family structure and what are its current implications?</i>
LEARNING OBJECTIVES	<p>Students Will Be Able To:</p> <ul style="list-style-type: none"> - Explain why slavery as an institution was antithetical to the forging of the black family unit - Explain why the legacy of slavery continues to impact the black family unit today
COMMON CORE STANDARDS http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf	<p>RD2 - 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>RH7 - 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>WHST2b - 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>WHST4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST5 - 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>
MATERIALS	Smartboard, Primary source documents, Pen & Paper (students), internet
GROUPING	Pairs

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

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