

The Confessions of a Negro Man in 18th Century New England – LP

Class:

CRIMINAL JUSTICE

Teacher:

D. Fogle and M. Leveque

Objectives:

Social Studies Practices: Chronological Reasoning and Causation 5 – Recognize, analyse, and evaluate dynamic historical continuity and change over periods of time

CCLS Reading, Writing, Speaking and Listening for Literary in History:

RH4 – Determine the meanings of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social studies.

RH10 – By the end of 10th grade, read and comprehend history/social studies text in grades 9-10 text complexity band independently and proficiently.

WH4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WH9 – Draw evidence from informational texts to support analysis, reflection, and research

SL1 – Initiate and participate effectively in a range of collaborative discussions with diverse partners ...

Aim: How do we analyze criminal behavior based on a primary source?

Do Now: In your own words, define crime. Be prepared to share your response.

<p>Lesson Specific Objectives (Unit/Lesson Content Essential Question)</p>	<p>Criminal Justice Curriculum</p> <ul style="list-style-type: none"> ➤ Students will be able to: <ul style="list-style-type: none"> ○ Read and comprehend primary source: The Life and Dying Speech of Arthur https://docsouth.unc.edu/neh/arthur/arthur.html ○ Draw evidence from text ○ Comprehend Level III vocabulary 	<p>Materials Needed</p> <ul style="list-style-type: none"> ➤ Pencil/Pen ➤ Handout: The Life and Dying Speech of Arthur ➤ Graphic Organizer ➤ Post-its
<p>Procedures (Describe the independent activity)</p>	<p>Do Now: See Above</p> <ul style="list-style-type: none"> • Teacher will read the first paragraph of primary document, provide the context for Arthur’s life and his confession, and review the vocabulary words • Students will form 5 groups • Each group will read corresponding section of primary document • Students will analyze and record on graphic organizer type of crime, number of counts, names of accomplices and/or accessories based on their reading • Student groups will respond to critical-thinking questions • Students will share out their results with the class • Teacher and students will tally total number of crimes and counts as a class • Exit Ticket: On a Post-it note, write your name and answer the following question: Based on the total number of crimes Arthur committed, how many years do you think he should be sentenced to jail? 	
<p>Strategies</p>	<ul style="list-style-type: none"> ➤ Discuss and debate relevant topics ➤ Define Level III vocabulary words 	<p>Misconceptions:</p>
<p>Summary</p>	<p>Based on what you now know, how has crime and punishment changed from the 18th Century?</p>	<p>Assessments: Do Now Graphic Organizer Written responses to questions Exit Ticket</p>

Group Member Names: _____

Date: _____

Criminal Justice

Directions: Read your section of “The Life, and Dying Speech of Arthur, A Negro Man” and complete graphic organizer.

18th Century Vocabulary:

- 1. Birth- a bed on a ship
- 2. Squaw-Indian woman
- 3. Stripes-to whip
- 4. Tarry-to stay
- 5. Victual-food or provisions
- 6. Goal-jail
- 7. Shoar-shore
- 8. Dives-diverse or different
- 9. Habit-a dress
- 10. Wearied-tired
- 11. Husking- removing corn husks; often a group activity
- 12. Natural aversion-laziness

<u>Crimes</u>	<u>Counts</u>	<u>Accessory Before the Fact</u>	<u>Accessory After the Fact</u>	<u>Name of Accomplices</u>
1. Breaking and Entering	1	None	None	None
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Summarizing Questions:

1. Identify the different 18th Century crimes that Arthur committed and determine how many counts of each crime he should be charged with.

2. Based on the passage that you read, how would you describe Arthur?

3. Should Arthur have been executed for the crimes he committed? Why or Why not?
