

Title of Lesson Plan:

Then and Now: Slavery and the Legal System

Lesson Overview:

Students will be introduced to multiple petitions from enslaved individuals and how they advocated for their individual rights. Students will also explore how these early efforts to make things right are still relevant today.

Essential Questions:

- 1) How did enslaved people attempt to use the legal system to improve their status?
- 2) How are people currently trying to use the legal system to right the previous wrongs of slavery?

Lesson Objectives:

- 1) Students will be able to read informative text and accurately respond to text-based comprehension questions.
- 2) Students will be able to explain what it means to petition for one's own or another's rights.
- 3) Students will make a connection to slavery in the past and how it still impacts us to this day.
- 4) Students will be able to write a summarizing paragraph using evidence from primary sources.

Grade Level:

5+

Time Length:

Intended to be two lessons of approximately 60 minutes each. Day 2 should take less time.

Standards:**CA HSS 5.4.6**

Describe the introduction of slavery into America, the response of slave families to their condition, the ongoing struggle between proponents and opponents of slavery and the gradual institutionalization of slavery into the South.

CCSS ELA RIT 5.3 (Reading Informational Text)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS ELA RIT 5.9 (Reading Informational Text)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS ELA W 5.2 (Writing)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS ELA W 5.7 (Writing)

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS ELA W 5.9 (Writing)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Historical Background:

According to history.com, slavery started in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia. Throughout the 17th century, European settlers in North America turned to African slaves as the cheaper, more plentiful labor source than indentured servants, who were mostly poor Europeans. Though it is impossible to give accurate figures, some historians have estimated 6 to 7 million black slaves were imported to the New World during the 18th century alone, depriving the African continent of some of its healthiest and most able men and women.

Obviously, the institution of slavery had a variety of devastating effects on those who were enslaved. Throughout the history of slavery, there have been individuals who attempted to gain their freedom and/or earn some sort of compensation through a legal process involving petitions. In a broader sense, these legal efforts to right past wrongs continue with a renewed movement to pass HR 40, which would open up the possibility of enslaved descendants receiving reparations of some sort.

The “Nero Brewster Petition” details pleas made by Nero Brewster and other unnamed African natives to be set free. It is unknown if their petition was granted.

Belinda Sutton was an enslaved woman who was made free in her master’s will. She was also granted an annual pension, which she had to petition the court in order for her to receive it. This process had to be repeated almost annually for several years because the payment did not come automatically as it was supposed to. She was successful in her efforts. The document analyzed here is her first petition.

Materials:**Day 1**

YouTube video link (“Slave Petition for Freedom 1772 (FELIX) Juneteenth 2013”) Recommended: Captions ON
https://www.youtube.com/watch?v=o9XbTyl_IY4

Merriam-Webster Dictionary link for “petition” <https://www.merriam-webster.com/dictionary/petition>

Merriam-Webster Dictionary link for “reparation[s]”
<https://www.merriam-webster.com/dictionary/reparations>

1779 Nero Brewster Freedom Petition (Transcribed) <http://www.trinityhistory.org/AmH/SlavesNH1779.pdf>

1783 Belinda Sutton Petition - original and transcribed (multiple links included below)

Day 2

YouTube video link ("R is for Reparations) Recommended: Captions ON

https://www.youtube.com/watch?v=0FZdmqM_SGw

"African American Activists Address House Hearing on Reparations for Slavery" (Newsela article)

<https://newsela.com/read/house-hearing-reparations/id/53360/>

Accommodations:

Depending on the ability levels of your class, you may want to chunk out the text in Day 1, perhaps by assigning groups of students' individual paragraphs.

Rewordify.com is a free resource that will allow you to cut and paste text into a window that will then simplify it into a difficulty level of your choosing.

Procedures:

Day 1

ENGAGE

1) Play YouTube video link ("Slave Petition for Freedom 1772 (FELIX) Juneteenth 2013")

https://www.youtube.com/watch?v=o9XbTyl_lY4

2) Ask students to summarize what they think is going on in the video. This is an ideal opportunity for students to discuss their thoughts with a partner or partners.

3) Select students to share their own or their group's thoughts.

4) Explain to students that what they have just listened to was a reading of an enslaved man's petition to government officials in Boston about granting him and others freedom.

5) Tell students that today they will be analyzing multiple primary sources related to slavery petitions and will eventually try to make some connections to current events.

6) Display and discuss the two essential questions (or write them on the board):

a) How did enslaved people attempt to use the legal system to improve their status?

b) How are people currently trying to use the legal system to right the previous wrongs of slavery?

EXPLORE

- 1) Display the definitions for “petition” and have students decide which is the best one for the video they watched. (All are appropriate, but 2a is probably the best choice.)
<https://www.merriam-webster.com/dictionary/petition>
- 2) Distribute the 1779 Nero Brewster Freedom Petition (Transcribed). You may wish to have students work in pairs or small groups and/or to chunk out the text by paragraphs.
- 3) Students read the document, taking notes about what they think is going on in the text, questions they have, etc. Give a time limit.
- 4) Have students share their thinking first with each other; then have several students share with the class.
- 5) Discuss document and clarify any misunderstandings before moving on to the next document.
- 6) Display the original document of Belinda Sutton’s petition
- 7) Discuss what makes a document a primary resource. Students should recognize that this document is a primary resource. Students should also recognize the Nero Brewster document as a primary resource as well, although the original version no longer seems to be available.
- 8) Distribute the 1783 Belinda Scott Petition (transcribed). You may wish to have students work in pairs or small groups and/or to chunk out the text by paragraphs. (recommended, as this is a much longer text.)
- 9) Students read the document, taking notes about what they think is going on in the text, questions they have, etc. Give a time limit.
- 10) Have students share their thinking first with each other; then have several students share with the class.
- 11) Discuss document and clarify any misunderstandings.
- 12) Revisit EQ #1: How did enslaved people attempt to use the legal system to improve their status?
- 13) Students share their responses. The use of the word *petition* should be used as frequently as possible.

ASSESS

Quick-write responding to EQ #1. Students should demonstrate an understanding of the word *petition* and provide sufficient details about one or both texts.

Day 2

ENGAGE

- 1) Brain Dump: Students have a set amount of time to independently write down everything they remember about yesterday's lesson. (Recommended: 5 minutes)
- 2) Students share their responses with each other; may add any information that others mentioned that they did not.
- 3) Select a couple of students to share their thoughts.
- 4) Display and discuss the two essential questions (or write them on the board):
 - a) How did enslaved people attempt to use the legal system to improve their status?
 - b) How are people currently trying to use the legal system to right the previous wrongs of slavery?
- 5) Tell students that today they will be connecting what they learned about yesterday regarding slavery petitions so they can make connections to current events.

EXPLORE

- 1) Play the YouTube video link ("R is for Reparations) https://www.youtube.com/watch?v=0FZdmqM_SGw
Mention that this video includes students from along the eastern coast of Canada.
- 1) Display the definitions for "reparation" and have students decide which is the best one for the video they watched. <https://www.merriam-webster.com/dictionary/reparations> (2a and 2b are acceptable, but 3 is the best choice.
- 2) Distribute the Newsela article.
- 3) Students read the document either independently or as a whole group, depending on your preference. Discuss, being mindful to make connections to yesterday's content. Students should be able to make the connection that enslaved people - and people who think slavery was wrong - have used/are using legal procedures to try to make lasting changes.

ASSESS

Quick-write responding to EQ #2. Students should demonstrate an understanding of the word *reparations* and provide sufficient details to support their response.

Graded responses to the four Newsela comprehension questions.

EXTEND (Optional)

Students may choose to read a Vox.com article entitled "The 2020 Democratic Debate over Reparations, Explained" and either write a summary of the article or choose a candidate and explain why they would choose to vote for him or her based upon what information is shared in the article.

<https://www.vox.com/policy-and-politics/2019/3/11/18246741/reparations-democrats-2020-inequality-warren-harris-castro>

Text of Document Excerpts/Source Materials with Citations:

1779 Freedom Petition submitted by slaves to the New Hampshire state legislature, published in the New Hampshire Gazette, July 15, 1780 (Vol. XXIV, No. 1233) Original in New Hampshire Historical Society.

The following is a copy of the petition of a number of the Negroes now detained in slavery at Portsmouth, &c. lately presented the General Assembly of this State, who accordingly granted them a hearing; but, we hear, the further consideration thereof is postponed

The petition of Nero Brewster, and others, natives of Africa, now forcibly detained in slavery, in said state, most humbly sheweth, That the God of Nature gave them life and freedom, upon terms of the most perfect equality with other men; that freedom is an inherent right of the human species, not to be surrendered, but by consent, for the sake of social life; that private or public tyranny and slavery, are alike detestable to minds conscious of the equal dignity of human nature; that in power and authority of individuals, derived solely from a principle of coercion, against the wills of individuals, and to dispose of their persons and properties, consists the completed idea of private and political slavery; that all men being amenable to the Deity for the ill improvement of the blessings of his providence, they hold themselves in duty bound, strenuously to exert every faculty of their minds, . . .; that thro' ignorance & brutish violence of their native countrymen and by similar designs of others, (who ought to have taught them better) & by the avarice of both, they, while but children, and incapable of self defense, whose infancy might have prompted protection, were seized, imprisoned, and transported from their native country, where (tho' ignorance and inchristianity prevailed) they were born free to a country, where (tho' knowledge, christianity and freedom, are their boast) they are compelled, and their unhappy posterity, to drag on their lives in miserable servitude. . . .

Permit again your humble slaves to lay before this honorable Assembly, some of those grievances which they daily experience and feel; tho' fortune hath dealt out our portions with rugged hand, yet hath she [kindled?] in the disposal of our persons to those who claim us as their property; of them, as masters, we do not complain; but, from what authority they assume the power to dispose of our lives, freedom and property, we would wish to know.—Is it from the sacred volumes of christianity? There we believe it not to be found! but here hath the cruel hand of slavery made us incompetent judges; but those, we are told, are founded in reason and justice; it cannot be found there! It is from the volumes of nature? No, here we can read with others! Of this knowledge, slavery cannot wholly deprive us; here, we know we ought to be free agents! here, we feel the dignity of human nature! here, we feel the passions and desires of men, tho' check'd by the rod of slavery! here, we feel a just equality! here, we know that the God of Nature made us free! Is their authority assumed from customs? If so, let that custom be abolished, which is not founded in nature, reason nor religion. Should the humanity and benevolence of this honorable Assembly restore us of that state of liberty of which we have been so long deprived we conceive that those, who are our present masters, will not be sufferers by our liberation, as we have most of us spent our whole strength and the prime of our lives in their service; and as freedom inspires a noble confidence, and gives the mind an emulation to vie in the noblest efforts of enterprise, and as justice and humanity are the result of your deliberations, we fondly hope that the eye of pity and the heart of justice may commiserate our situation and put us upon the equality of free-men, and give us an opportunity of evincing to the world our love of freedom, by exerting ourselves in her cause, in opposing, the efforts of tyranny and oppression over the country in which we ourselves have been so

injuriously enslaved.

Therefore, your humble slaves most devoutly pray, for the sake of insured liberty, for the sake of justice, humanity, and the rights of mankind; for the honor of religion, and by all that is dear, that your honors would graciously interpose in our behalf, and enact such laws and regulations as in your wisdom . . . we may regain our liberty and be rank'd in the class of free agents, and that the name of SLAVE may no more be heard in a land gloriously contending for the sweets of freedom; and your humble slaves as in duty bound will ever pray.

Portsmouth. Nov. 12, 1779

<http://www.trinityhistory.org/AmH/SlavesNH1779.pdf>

To The Honourable the Senate and House of Representatives in General Court assembled.

The Petition of Belinda an African, humbly

Shews.

That seventy years have rolled away since she on the banks of the Rio da Salta, received her existence — the mountains covered with spicy forests, the valleys loaded with the richest fruits, spontaneously produced; joined to that happy temperature of air which excludes excess; would have yielded her the most compleat felicity, had not her mind received early impressions of the cruelty of men, whose faces were like the moon, and whose bows and arrows were like the thunders and the lightning of the clouds. — the idea of these, the most dreadful of all enemies, filled her infant thumbers with horror, and her noon tide moments with cruel apprehensions! — but her affrighted imagination, in its most alarming extension, never represented distresses equal to what she hath since really experienced — for before she had twelve years enjoyed the fragrance of her native groves, and e'er she realized, that Europeans placed their happiness in the yellow dust which she carelessly marked with her infant footsteps — even when she, in a sacred grove, with each hand in that of a tender Parent, was paying her devotions to the great ORISA who made all things — an armed band of white men, driving many of her Countrymen in chains, rushed into the hallowed shade; — could the Fear, the sighs, and supplications, bursting from the tortured of Parental affection, have blunted the keen edge of avarice, she might have been rescued from agony, which many of her

her Country's Children have felt, but ~~what~~ ^{how} she ever yet
described. — in vain she lifted her supplicating
voice to an insulted father, and her guiltless hands to
a dishonoured Deity! She was ravished from the bosom
of her Country, from the Arms of her friends, while the
advanced Age of her Parents, rendering them unfit
for servitude, cruelly separated her from them forever!

Scenes which her imagination had never conceived
of a floating World — the sporting Monsters of the deep —
and the familiar meetings of Willows and clouds, those,
but in vain to divert her melancholly attention, from
three hundred Africans in chains, suffering the most
excruciating Torments, and some of them rejoicing,
that the pangs of death came like a balance to their wounds.

Once more her eyes were blest with sunlight —
but alas! how unlike the Land where she was born! —
here all things appeared unpropitious — she learned to
catch the Ideas, marked by the sounds of language, only
to know that her doom was Slavery, from which death
alone was to emancipate her. — ~~what~~ What did it
avail her, that the Walls of her Lord were hung with
Splendor, and that the dust trodden underfoot in her native
Country crowded his Gates with sordid worshippers — the Laws
had rendered her incapable of receiving property — and
though she was a free Moral Agent, accountable for her actions,
yet ~~for~~ never had command at her own disposal! —
fifty years her faithful ^{hands} have been compelled to ignoble
servitude, for the benefit of An Isaac Royall, until,
as if Nations must be agitated, and the World convulsed,
for the preservation of that freedom, which the Almighty Father
intended for all the human Race, the present war was
Commenced — the terror of men armed in the Gule

of freedom, compelled her master to fly - and to breathe
away his Life in a Land, where, Lawless domination,
its enthroned, pouring bloody outrage and cruelty, on all
who dare to be free.

The face of your Petitioner, is now marked
with the furrows of time, and her frame feebly bending
under the oppression of years, while she, by the Laws of the
Land, is denied the enjoyment of one morsel of that
immense wealth, apart whereof hath been accumulated
by her own industry, and the whole augmented by
her servitude.

~~Wherefore I pray~~

Wherefore casting herself at the feet of your
honours, as to a body of man, formed for the extinction
of slavery, for the reward of virtue, and the just
returns of honest industry - she prays, that such
allowance ^{may} be made her out of the Estate of
Colonel Mayall, as ^{will} prevent her, and her more
infirm daughter, from misery in the greatest extreme,
and scatter comfort over the short and downward
paths of their Lives -

and she will every Day

Boston 14th February 1783 me *X* Belinda
Belinda

Belinda Sutton's February 14, 1783 Petition, Transcribed

Commonwealth of Massachusetts

To the Honourable the Senate and House of Representatives in General Court assembled.

The Petition of Belinda an Affrican, humbly shews:

That seventy years have rolled away, since she on the banks of the Rio de Valta received her existence—the mountains Covered with spicy forests, the valleys loaded with the richest fruits, spontaneously produced; joined to that happy temperature of air to exclude excess; would have yielded her the most compleat felicity, had not her mind received early impressions of the cruelty of men, whose faces were like the moon, and whose Bows and Arrows were like the thunder and the lightning of the Clouds. — The idea of these, the most dreadful of all Enemies, filled her infant slumbers with horror, and her noontide moments with evil apprehensions! — But her affrighted imagination, in its most alarming extension, never represented distresses equal to what she hath since really experienced — for before she had Twelve years enjoyed the fragrance of her native groves, and e'er she realized, that Europeans placed their happiness in the yellow dust which she carelessly marked with her infant footsteps — even when she, in a sacred grove, with each hand in that of a tender Parent, was paying her devotions to the great Orisa who made all things — an armed band of white men, driving many of her Countrymen in Chains, ran into the hallowed shade! — could the Tears, the sighs and supplications, bursting from Tortured Parental affection, have blunted the keen edge of Avarice, she might have been rescued from Agony, which many of her Country's Children have felt, but which none hath ever described, — in vain she lifted her supplicating voice to an insulted father, and her guiltless hands to a dishonoured Deity! She was ravished from the bosom of her Country, from the arms of her friends — while the advanced age of her Parents, rendering them unfit for servitude, cruelly separated her from them forever!

Scenes which her imagination had never conceived of — a floating World — the sporting Monsters of the deep — and the familiar meetings of Billows and clouds, strove, but in vain to divert her melancholly attention, from three hundred Affricans in chains, suffering the most excruciating torments; and some of them rejoicing, that the pangs of death came like a balm to their wounds.

Once more her eyes were blest with a Continent – but alas! how unlike the Land where she received her being! here all things appeared unpropitious – she learned to catch the Ideas, marked by the sounds of language only to know that her doom was Slavery, from which death alone was to emancipate her. – What did it avail her, that the walls of her Lord were hung with Splendor, and that the dust troden underfoot in her native Country, crowded his Gates with sordid worshipers – the Laws had rendered her incapable of receiving property –and though she was a free moral agent, accountable for her actions, yet she never had a moment at her own disposal!

Fifty years her faithful hands have been compelled to ignoble servitude for the benefit of an Isaac Royall, untill, as if Nations must be agitated, and the world convulsed for the preservation of that freedom which the Almighty Father intended for all the human Race, the present war was Commenced – The terror of men armed in the Cause of freedom, compelled her master to fly – and to breathe away his Life in a Land, where, Lawless domination sits enthroned – pouring bloody outrage and cruelty on all who dare to be free.

The face of your Petitioner, is now marked with the furrows of time, and her frame feebly bending under the oppression of years, while she, by the Laws of the Land, is denied the enjoyment of one morsel of that immense wealth, apart whereof hath been accumulated by her own industry, and the whole augmented by her servitude.

WHEREFORE, casting herself at the feet of your honours, as to a body of men, formed for the extirpation of vassalage, for the reward of Virtue, and the just return of honest industry – she prays, that such allowance may be made her out of the estate of Colonel Royall, as will prevent her and her more infirm daughter from misery in the greatest extreme, and scatter comfort over the short and downward path of their Lives – and she will ever Pray.

Boston 14th February 1783

the mark of Belinda

<http://www.royallhouse.org/belinda-suttons-1783-petition-full-text/>

African-American activists address House hearing on reparations for slavery

By Washington Post, adapted by Newsela staff on 06.27.19

Word Count **676**

Level **820L**



People jam the hallways of the Rayburn House Building in Washington, D.C., for a reparations hearing on June 19, 2019. Photo by: Katherine Frey/The Washington Post

WASHINGTON, D.C. — Well-known African-American writers, activists and scholars spoke to the House of Representatives on June 19. The lawmakers were taking their first step in an important debate. They were looking at the role of reparations in correcting what many called "the original sin" of the country — slavery. The hearing was with a House Judiciary Subcommittee on civil rights and liberties. The hearing was scheduled to be the same day as Juneteenth. This day celebrates the freeing of enslaved black people in the United States.

Proposals On Reparations

It also came as the Democratic-led House is pressing forward with H.R. 40. This measure would create a national committee to study the long-term effects of slavery. The committee would make proposals on reparations to black Americans. Generally speaking, reparations means to pay money for a wrong committed against people.

However, much of the debate focused on remarks made by Senator Mitch McConnell of Kentucky. McConnell is the Senate Majority Leader. On June 18, he said that the country had addressed its historic racial injustices. It was, in part, through the election of President Barack Obama.

"There's a tremendous amount of ignorance in that statement," Senator Cory Booker said. Booker is a Democrat from New Jersey and is running for president.

McConnell opposes reparations because "none of us currently living are responsible" for slavery.

"Relentless Campaign Of Terror"

Writer Ta-Nehisi Coates responded to McConnell's comments at Wednesday's hearing. He explained the social and political environment that grew out of slavery. He called the system a "relentless campaign of terror." He said that terror extended well into the lifetime of Majority Leader McConnell.

"Majority Leader McConnell cited civil rights legislation yesterday. As well he should," Coates said. "He was alive to witness the harassment, jailing and betrayal" of people later.

"He was alive for the redlining of Chicago," Coates said. Redlining is the systematic denial of various services to residents of specific, often racially associated, neighborhoods or communities.

It would result in the denial of loans and homeownership for people of color or others considered a financial risk. This action resulted in "the looting of black homeowners of some \$4 billion," he said.

"Victims of that plunder are very much alive today. I am sure they'd love a word with the majority leader," Coates added.

The hearing also included testimony from actor Danny Glover. Writer Coleman Hughes also spoke. Even a former National Football League player testified.

The House and Senate issued separate apologies for slavery about 10 years ago. The Senate acted in 2009 and the House in 2008.

In April a Fox News poll asked Americans whether they favor or oppose "paying cash reparations to descendants of slaves." Sixty percent opposed the idea and 34 percent favored it. Fifty-four percent of Democrats approved. A majority of Republicans — 81 percent — were opposed.

On Juneteenth, Booker called on the country to seriously discuss slavery and its long-term injustices. He pointed to inequalities in education. He spoke about the violence that plagues many black communities.

"I look at communities like mine. You can see how communities were designed to be segregated," he said.

Rejecting Victim Label

Hughes writes for the online magazine Quillette. He was among those testifying against the legislation.

Hughes was born into what he called a "privileged suburb." He said a federal payment would be the equivalent of the government calling him a victim without his consent.

"You might call that justice. I call it justice for the dead at the price of justice for the living," he said.

House Majority Leader Steny Hoyer is a Democrat from Maryland. He told reporters that the full House would vote on H.R. 40 if it clears the House Judiciary Committee.

In one of the hearing's emotional moments, Glover spoke about his ancestors. "I sit

here as a great-grandson of a former slave," he said.

Racial inequality in America, Glover said, is deeply rooted. America has its virtues, he said. Yet "America is deeply racist. Its democracy is flawed both economically and socially."

Quiz

1 Which sentence from the article supports the main idea of the article?

- (A) This day celebrates the freeing of enslaved black people in the United States.
- (B) This measure would create a national committee to study the long-term effects of slavery.
- (C) The House and Senate issued separate apologies for slavery about 10 years ago.
- (D) In April a Fox News poll asked Americans whether they favor or oppose "paying cash reparations to descendants of slaves."

2 Read the paragraph from the section "Rejecting Victim Label."

Racial inequality in America, Glover said, is deeply rooted. America has its virtues, he said. Yet "America is deeply racist. Its democracy is flawed both economically and socially."

How does this paragraph support the main idea of the article?

- (A) It highlights an argument that is in favor of reparations.
- (B) It shows how Glover is using his fame to help others.
- (C) It explains how Glover replied directly to Mitch McConnell.
- (D) It describes a problem that people have with reparations.

3 What caused Coleman Hughes to testify at the hearing about reparations?

- (A) He wanted to explain how reparations would fix injustices for the dead and living.
- (B) He wanted to show how reparations have helped him live in a privileged suburb.
- (C) He wanted to explain why he thinks the reparations legislation is a bad idea.
- (D) He wanted to show the reason why Mitch McConnell was wrong about reparations.

4 Why did Ta-Nehisi Coates feel upset after hearing Mitch McConnell's comments?

- (A) Coates believes that McConnell failed to see how slavery has affected African-Americans throughout history.
- (B) Coates believes that McConnell made ignorant comments about reparations even though he supports the legislation.
- (C) Coates thinks it is wrong of McConnell not to make a public apology to African-Americans about slavery.
- (D) Coates thinks it is terrible that McConnell was involved in the redlining of Chicago and the looting of black homeowners.

Answer Key

- 1 Which sentence from the article supports the main idea of the article?
- (A) This day celebrates the freeing of enslaved black people in the United States.
 - (B) This measure would create a national committee to study the long-term effects of slavery.**
 - (C) The House and Senate issued separate apologies for slavery about 10 years ago.
 - (D) In April a Fox News poll asked Americans whether they favor or oppose "paying cash reparations to descendants of slaves."

- 2 Read the paragraph from the section "Rejecting Victim Label."

Racial inequality in America, Glover said, is deeply rooted. America has its virtues, he said. Yet "America is deeply racist. Its democracy is flawed both economically and socially."

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 - (C) Coates thinks it is wrong of McConnell not to make a public apology to African-Americans about slavery.
 - (D) Coates thinks it is terrible that McConnell was involved in the redlining of Chicago and the looting of black homeowners.