

**Semester 1: Unit 2 At-A-Glance: How African Americans Persisted:
Slavery and Freedom Stories of Resistance and Agency**

Lesson	Days	Topic of Study	Evidence of Learning
2.1	2	Slavery and Freedom in Their Own Words	In this lesson, students are introduced to the Five Themes of Slavery© (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency, and Resistance). Using these same five themes, students can evaluate the stories of: <ul style="list-style-type: none"> • Moses • Venture Smith • James Mars, and • Gad Asher
2.2	2	Agency and Resistance: Fort Mose and Haiti	In this lesson, students explore acts of agency depicted in Fort Mose and the Haitian Revolution and Independence. They will identify examples of agency used by Francisco Menendez, Toussaint L'Ouverture, and other people who experienced forced migration, as part of the beginning movement for freedom, justice, and change. They will analyze maps for global perspective. How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this? Students apply the themes of agency and resistance to Fort Mose and Haiti. Students provide a short essay response to explain the impact of Fort Mose and the Haitian revolution in the Americas, especially among blacks? (Journal Entry: How has the information I learned in this lesson impacted me?)
2.3	4	Understanding Slavery as an Institution in Connecticut: Laws and Census Data	In this lesson, students explore slavery in Connecticut through the examination of: personal narrative of Nero Hawley, Connecticut laws, and Connecticut data. Students complete an exit ticket summarizing three new facts learned about Nero Hawley as they related to Themes of Slavery and/or migration. As a compilation of new knowledge, at the end of this unit students write an explanation of the changes in societal structures during this era and the impact on life in Connecticut communities. (Journal Entry: Write about the place you grew up. How has that experience shaped your life?)
This unit concludes with an End-of-Unit Performance Task in which students write a fictional interview of an Africa/African descendant (living in the time period explored) explaining how he/she asserted their agency and resistance to spark revolutionary change, preserve their own humanity, and resist slavery.			