
Black Genocide in the United States (Seventh Grade United States Studies)

Prepared by the Working Group for Holocaust, Genocide of Indigenous Peoples, and Other Genocides Education pursuant to Laws of Minnesota 2023, Chapter 55, Article 2, Section 63 and in support of Minnesota Statutes 120B.252. Any modifications from this original version are not attributable to the work of the Working Group.

Exploring how Black families' and organizations' fight for justice and cultural survival redefined freedom and community

In this unit, students explore how Black families and organizations fought for justice, freedom, and survival during and after slavery in the United States. Through primary sources, students investigate how Black Americans resisted injustice, redefined what it meant to be free, and built strong communities. Students will analyze founding documents, poetry, court cases, and personal stories to compare different views of freedom and citizenship. The unit ends with a creative project where students show how these historical struggles continue to shape America today.

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Inquiry Design Model (IDM)

The Inquiry Design Model (IDM) is a framework that supports student-centered, question-driven learning. The IDM was created by [C3 Teachers](#) to align with the C3 (College, Career and Civic Life) Framework for Social Studies State Standards from the National Council for the Social Studies. The template provided in these materials was adapted for use with [Minnesota's 2021 K-12 Academic Standards in Social Studies](#).

Each IDM is structured to promote student inquiry and critical thinking. Units include three basic parts:

Questions	Tasks	Featured Sources
Compelling question: A big-picture, open-ended question to anchor the unit (e.g., What makes a society vulnerable to genocide?). If a compelling question cannot be answered in more than one reasonable way—or if disagreeing with it would seem offensive or revisionist—it is not a safe or productive question to open for inquiry. Compelling questions should be open questions in the field—not settled questions. Supporting Questions: Smaller, guiding questions that build student understanding over time. They ask students to explain or describe settled ideas and concepts.	Formative tasks: Opportunities for students to explain, describe, and apply their learning throughout the unit. Formative tasks engage directly with the supporting question. Summative tasks: A final project, presentation, or argument using evidence from the inquiry in which students directly answer the compelling question. Taking informed action: Students connect their learning to real-world issues and consider how they can make a difference.	Carefully selected primary and secondary sources that support historical thinking and student analysis. Primary Source: Used to understand a perspective from the time period being studied. Secondary Source: A narrative interpretation of the past.

Beyond the Lesson

This guide is designed to support middle school educators in teaching genocide through the Inquiry Design Models (IDMs) on the Holocaust, genocide of Indigenous Peoples, and Black genocide in the United States and Americas. It addresses key pedagogical considerations to ensure the teaching is historically accurate, developmentally appropriate, emotionally responsible, and relevant to students.

Understand What Genocide Is—and Isn't

Before teaching these units, educators must have a working knowledge of various definitions of genocide. While middle school students don't need to learn the legal language of the [1948 UN Convention on the Prevention and Punishment of the Crime of Genocide](#), teachers should:

- Know that genocide is not only about mass killing. It includes actions aimed at destroying a group's identity, culture, and future. Find the definitions that are relevant to Minnesota Statutes (120B.252) and academic standards (2021 K-12 Academic Standards in Social Studies) and which were used to guide the creation of these materials in the Glossary of Terms.
- A key way that many scholars have understood genocide is to describe it as a process, not a single event. A critical resource for understanding genocide as a process is Gregory Stanton's resource on [Genocide Watch](#) about the [Ten Stages of Genocide](#).
- Be able to explain that genocide occurs over time—through laws, policies, propaganda, displacement, and violence.

Developmentally Appropriate Framing

Middle school students are at a critical stage of identity development, justice awareness, and emotional growth. Effective pedagogy should:

- Focus on stories of individuals and communities, not only trauma or statistics.
- Emphasize resilience, resistance, and survival, not just destruction.
- Allow space for questions, feelings, and complexity—avoid simplistic narratives of “victims vs. villains.”
- Connect past to present in age-appropriate ways (e.g., “What can we learn from this today?” instead of “What would you have done?”).

Center Voice and Agency

Each IDM centers communities that have survived genocide and sustained cultural traditions. Teachers should:

- Highlight cultural practices, family structures, and oral traditions before introducing harm or oppression.
- Show how communities resisted and rebuilt: preserving language, reclaiming land, or organizing for civil rights.
- Avoid presenting Indigenous, Black, or Jewish communities, or other communities impacted by genocide and mass violence, only through the lens of victimhood.

Trauma-Informed Practice

Genocide education can activate personal or intergenerational trauma. Even without direct experience, students can feel overwhelmed or disconnected. Teachers should:

- Signal that this content is serious, but safe to explore.
- Create classroom norms that respect emotional responses.

- Build in time for processing, reflection, and healing-centered activities outside of graded experiences (e.g., art, journaling, community building)
- Collaborate with school counselors if needed.

Teach Context Before Content

Each IDM includes staging activities that introduce core ideas like belonging, identity, culture, and land. These activities help anchor abstract concepts in students' lived experiences. Teachers should:

- Spend time here. These activities shouldn't be treated as optional—they are crucial to developmental readiness.
- Use these conversations to surface students' own values and sense of justice before diving into case studies of genocide.

Be Prepared for Questions You Can't Answer

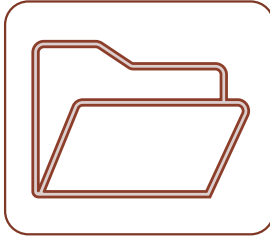
Middle schoolers ask hard questions like “Why didn't anyone stop this?” or “Why would people do this to others?”

- You don't need all the answers. It's okay to say, “That's something we're still trying to understand.”
- Use inquiry to guide students into deeper exploration rather than resolving discomfort too quickly.

Student Discussion Guide for Complex Topics

Classroom norms and sample language to support students engaging in complex and sensitive discussions.

Class Discussion Norms



1. Speak from Evidence, Not Assumptions

- Always support your ideas with a quote, source, or specific example.
- Focus on what the source shows or says—not stereotypes or generalizations.
- Refer to the author, speaker, or document by name when possible.



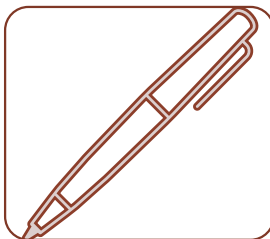
2. Listen to Understand

- Pay attention to what others say before responding.
- Don't interrupt—let others finish their thoughts.
- Reflect back what you heard others say.



3. Respect Different Perspectives

- Value the diverse ideas and experiences of classmates.
- Disagree with the idea, not the person.



4. Be Open to Revising Your Thinking

- It's okay to change your mind after hearing new information.

Sentence Stems for Evidence-Based Discussions

Sharing an Idea

- “According to the source titled ___, ...”
- “In the video/text by ___, it says, ___, which shows that...”
- “One piece of evidence that supports my idea is...”

Building on Ideas

- “I agree with ___ because the source also says...”
- “To add to what ___ said, I noticed that...”
- “That connects to another example from ___, where...”

Disagreeing Respectfully

- “I see it differently because the text says...”
- “I respectfully disagree. In ___, the evidence shows...”
- “While I understand your point, another interpretation could be...”

Asking for Clarification

- “Can you say more about where you saw that in the source?”
- “What part of the document made you think that?”
- “Can you explain how that connects to the idea of freedom/community?”

Reflecting or Revising

- “Now that I’ve heard ___, I’m rethinking...”
- “This makes me wonder if...”
- “I used to think ___, but now I think...”

Educator Preparation Guide

Teaching about Black genocide in America—through the lens of survival, resistance, and redefinition of liberation—is a powerful opportunity to center Black voices and stories that are often marginalized in U.S. history classrooms. This IDM unit invites educators and students to engage deeply with the strategies Black families and organizations used to protect their humanity and reimagine community in the face of mass violence, systemic exclusion, and legal erasure. This guide will support you with historical background, discussion of terminology, and contextual notes for each supporting question to ensure that instruction is trauma-informed, inquiry-rich, and grounded in primary source analysis.

Why This Unit Matters

The term “Black genocide” names centuries of efforts to erase Black existence, culture, and autonomy – through slavery, family separation, incarceration, disenfranchisement, and cultural suppression. Yet Black communities have continually fought back through adaptive resistance and creative survival, reimagining what liberation and community mean. Teaching about Black genocide and cultural survival in the United States calls for historical accuracy, emotional sensitivity, and a strong grounding in both systemic oppression and resistance.

By engaging in this unit, educators help students:

- Examine how liberation was defined – and redefined – by different groups in early America.
- Recognize forms of resistance and resilience that shaped Black life in early America.
- Critically examine contradictions between American founding ideals and lived experiences.
- Understand how community, culture, and identity were forged and protected across generations.

Understanding Black Genocide in the Americas

Understanding Black genocide in the U.S. requires educators to take a broad, historically grounded view of the term. Genocide includes not only mass killings, but also systemic efforts to destroy the cultural, political, social, or familial fabric of a group. For Black Americans, genocide has included chattel slavery, forced family separation, legal exclusion, cultural erasure, and mass incarceration.

Yet even in the face of such destruction, Black families and organizations have consistently resisted through cultural creation and survival. They built churches, schools, mutual aid societies, legal cases, and newspapers that preserved identity, demanded dignity, and fought for liberation.

This broader framing helps educators and students understand how the process of enslavement—and the resistance to it—fit within a longer continuum of historical oppression and cultural resilience.

Understanding the Process of Enslavement

To help students engage with the questions of resistance, liberation, and redefinition of community, educators must first understand the process of enslavement itself. This includes how people became enslaved and what

they endured at every stage—from capture and forced migration, to sale, labor exploitation, and legal dehumanization.

Black genocide in the Americas began long before the founding of the United States. Enslavement was not simply a labor system; it was a carefully structured process designed to sever connection to family, history, language, and culture. Understanding this helps educators teach with empathy and context as students examine how Black individuals and communities resisted and survived.

The process typically included

- Capture and forced removal from West Africa
- The Middle Passage across the Atlantic, often under brutal, dehumanizing conditions
- Auction and sale in American markets, where individuals were commodified and family members separated
- Assignment to specific labor roles (field work, domestic labor, skilled trades) based on perceived economic value
- Constant surveillance and legal codification of control (e.g., slave codes, punishments for literacy or movement)

By grounding instruction in this process, educators can help students better understand the stakes of the resistance strategies explored in Supporting Question 1, the contradictions of liberation discussed in Question 2, and the full meaning of Black survival and citizenship redefinition in Questions 3 and 4.

Key Historical Themes

- Slavery was not just labor exploitation—it was a system of legal, social, and cultural destruction.
- Survival strategies included oral history, spirituals, the Black church, and kinship networks.
- Black resistance—through law, escape, art, and protest—demonstrates cultural continuity and self-determination.
- Systemic exclusion and resistance began before the Federal period (e.g., Elizabeth Key’s legal case and the aftermath of Bacon’s Rebellion).

Recommended Resources

- Veterans of the Civil Rights Movement | [We Charge Genocide: The crime of government against the negro people](#) (1951, full text)

Framing, Language and Terminology

How we frame content—through language, historical emphasis, and guiding questions—directly shapes students’ understanding of Black genocide and cultural survival. Many students (and educators) carry unexamined assumptions about slavery, resistance, and the founding ideals of the United States. This unit is an opportunity to actively disrupt those assumptions and replace them with more historically grounded, humanizing, and justice-oriented understandings.

Language

Instead of	Consider	Because
Slaves	Enslaved people	Centers personhood and conditions, not identity
Freedom	Freedom and Liberation	Liberation emphasizes active struggle and collective vision
Passive resistance	Adaptive resistance	Reflects strategic survival and subversion, not weakness or inaction.
Rebellion or riot	Resistance or defiance	Avoids criminalizing Black agency; invites understanding of intent

Common Misconceptions to Disrupt

Misconception	Reframing Guidance
Enslaved people were passive victims	Emphasize adaptive resistance and cultural survival as intentional acts of agency.
Slavery was only in the South	Include evidence that slavery existed in the North and underpinned the national economy.
The U.S. was founded on freedom for all	Help students analyze contradictions in founding documents through Black voices like Wheatley or Douglass.
Black people had no culture before or during slavery	Highlight oral traditions, spirituals, kinship networks, and maroon communities as rich cultural sites.
Emancipation was the end of oppression	Trace ongoing exclusion through Jim Crow, mass incarceration, and voter suppression.

Recommended Resources

- Common Place | [Reparative Semantics: On slavery and the language of history](#)

Supporting Question 1: What strategies did enslaved people use to protect themselves, their families, and their communities?

Historical and Cultural Context

- Enslaved people used both direct and subtle strategies for survival and resistance.
- Methods included escape, sabotage, literacy, family-building, religious gatherings, storytelling, midwifery, and covert communication (e.g., spirituals).
- Resistance was deeply personal and often collective—meant to preserve humanity, culture, and connection.

Key Concepts for Educators

- Not all resistance was physical; cultural survival is a powerful form of defiance.
- Protection of family—often in the face of forced separation—was an act of resistance.
- Survival itself was resistance in a system designed to dehumanize.

Recommended Resources

- National Humanities Center | [Toolbox Library: Primary Resources in U.S. History & Literature – Enslavement: An enslaved person's life](#)

Supporting Question 2: What do primary sources from early America tell us about how individuals and the government defined liberation?

Historical and Cultural Context

This supporting question invites students to compare how liberation was defined in founding documents like the Declaration of Independence versus how Black Americans—enslaved and free—understood and expressed liberation. While the government framed liberation as tied to property, whiteness, gender, and citizenship, Black individuals like Phillis Wheatley challenged those ideas, revealing the contradictions between stated ideals and lived realities. Rather than being revisionist, or arising in later eras, these critiques of contradiction were common and of the time period.

Key Concepts for Educators

- The government defined liberation as rights for land-owning white men.
- Enslaved and free Black people viewed liberation as bodily autonomy, family protection, and the right to self-expression and dignity.
- Black writers used poetry, petitions, and public appeals to expose the hypocrisy of the founding ideals

Recommended Resources

- Aspen Institute | [The Paradox of the Declaration of Independence](#)
- Social Education, The National Council for the Social Studies | [The American Contradiction: Conceived in liberty, born in shackles](#)

Supporting Question 3: How did free and enslaved Black people stand up against slavery and fight for fair treatment?

Historical and Cultural Context

Resistance to slavery took many forms—both visible and hidden, individual and collective. Enslaved and free Black people actively fought for their liberation through escape, lawsuits, uprisings, cultural preservation, and everyday acts of defiance. This resistance challenged the dominant narrative that enslaved people were adaptive victims and repositions them as agents of justice, survival, and transformation.

- Key examples like Elizabeth “Mumbet” Freeman’s legal victory, Ona Judge’s escape from the Washington household, and the writings of Benjamin Banneker reflect different strategies Black Americans used to assert their humanity and demand fair treatment. These actions laid the groundwork for future civil rights movements.
- Resistance varied based on a wide variety of factors, including geography, age, gender, and family status. Enslaved people made reasoned choices based on their identity, values, and the conditions they faced. Cases like Ona Judge also demonstrate that as conditions shift and change, modes of resistance individuals engaged in could and did change as well.

Key Concepts for Educators

- Resistance was constant and multifaceted—ranging from quiet refusal to revolutionary action.
- Free and enslaved Black people asserted legal, moral, and cultural claims to justice, often using the system that oppressed them to demand recognition.
- Community organizing, storytelling, spiritual traditions, and mutual aid were powerful tools for resistance and survival.

Recommended Resources

- Association for Supervision and Curriculum Development | [How and Why to Teach Black Resistance in U.S. History](#)
- National Humanities Center | [Toolbox Library: Primary Resources in U.S. History & Literature – Enslavement: Resistance](#)

Supporting Question 4: Who was included, and who was left out, when America's founding documents defined what it meant to be a citizen, and how has that changed over time?

Historical and Cultural Context

- The Constitution and Declaration referenced “men,” but citizenship was never universal.
- Enslaved people were excluded (e.g., Three-Fifths Compromise), and free Black people were denied voting rights, land ownership, and due process.
- Over time, Black Americans redefined citizenship through protest, lawsuits, and political organizing—expanding the meaning of democracy.

Key Concepts for Educators

Key Concepts for Educators

- Citizenship has always been contested—and Black Americans have led that contestation.
- Founding ideals were narrow, but resistance expanded the meaning and application of citizenship.
- These debates continue today in questions of access, representation, and belonging.

Recommended Resources

- National Constitution Center | [The Citizenship Clause](#)
- National Constitution Center | [What to the Slave Is the Fourth of July?](#) (Frederick Douglass, 1852)
- New York Historical Society | [Black Citizenship in the Age of Jim Crow](#) (virtual tour)

Genocide Pre-Lesson for Middle School

A structured introduction that prepares students emotionally and intellectually to engage with genocide-related content.

Grade Level: 6th—8th

Time Required: 40-60 minutes

Purpose: To introduce the concept of genocide in a way that prepares students for deeper learning in forthcoming IDM units on the Holocaust, the genocide of Indigenous Peoples, Black genocide in America, and other genocides.

Learning Objective

Students will be able to construct a basic answer to the question: What is genocide?

Educator Prep Note

Connect with other educators in your building to understand if and how this resource has been used with students in the past. If students have already been introduced to this concept, consider connecting that learning to this pre-lesson.

Core Video Resource

- **Title:** What is Genocide?—CBC Kids News
- **Length:** 2:17
- **Link:** <https://www.youtube.com/watch?v=JsCmz0XxECQ>

Lesson Structure

1. Warm-up (5-10 min)
 - a. Ask students to respond in writing or in a pair-share:
 - i. “What do you think it means when a group of people is targeted because of who they are?”
 - b. Use this as an entry point for a brief class discussion on identity, bias, and belonging.
2. Introduce the video (2-3 min)
 - a. Explain: “We’re beginning a unit where we’ll study events where entire communities were targeted because of who they were. This is called genocide. Today’s video will help us understand what genocide is, and why learning about it matters.”
3. Watch and Discuss (10- 15 min)

- a. Play: “What is Genocide?”—CBC Kids News
 - b. Share the list of genocides found at the bottom of this resource.
 - c. Emphasize genocide is both an historical and ongoing concept.
 - d. Pair-share
 - i. What is genocide?
 - ii. What examples of genocide did the video talk about?
 - iii. Why is it important to learn about genocide?
4. Reflect and Discuss (10-15 min)
- a. Play the video a second time.
 - b. Use the following prompts for a full-class discussion
 - i. What did you learn from the video the second time?
 - ii. What did you hear from your partner that you hadn’t considered?
 - iii. What questions do you still have?
5. Bridge to the Unit (10-15 min)
- a. Explain to students: “In this class, we’ll be learning about how [insert community—like Indigenous Peoples in Minnesota, Jewish communities during the Holocaust, Black Americans during slavery, or other genocides] were and are targeted in ways that connect to genocide. We’ll also explore how many resisted, survived, and kept their cultures alive even through mass atrocities.”
 - b. Create a **class graffiti wall** on chart paper with the heading: *“What is genocide and why should we learn about it?”*
 - c. Students can add thoughts, quotes from the video, or images.

List of Genocides

This is not a comprehensive list but gives students an understanding of the genocides that have occurred.

- Genocide of Indigenous Peoples in the U.S.
- Black genocide in the U.S.
- Genocide in German Southwest Africa (present-day Namibia)
- Armenian genocide
- Holodomor, genocide of Ukrainians
- The Holocaust/Shoah
- Cambodian genocide
- Rwandan genocide
- Bosnian genocide
- Genocide in Sudan/Darfur
- Genocide in East Timor
- Genocide in Guatemala

Black Genocide In the United States (7th Grade IDM)

Compelling question:	How did Black families' and organizations' fight for justice and cultural survival redefine freedom and community?		
Staging the question	Warm Up: Students watch, The Hill We Climb (ABC News, 6:18). (Text—The Hill We Climb) Ask students to choose one or two lines that stood out to them. Then have students reflect on: What idea of freedom, justice, or community does this line express? How do you see this idea showing up in your own community? Then students pair-up and share why they chose the line(s) they did. Freedom Sort: Distribute 8-10 “freedom statements” (e.g., right to vote, right to keep your family together, right to worship, right to be safe from violence, right to own property, right to learn to read). Ask students to rank or circle their top three freedoms. In small groups, students compare using the following prompts: What are your top 3 freedoms? What values guided your choices? Why are the freedoms you chose important to you? Bride to Inquiry: As a class, discuss: What does this show us about freedom? Can two people both say they value “freedom” but mean very different things? How can people with very different ideas of freedom find a way to live together?		
Benchmark	Benchmark	Benchmark	Benchmark
7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.	7.4.21.1 Construct an argument using evidence from multiple sources, including primary sources, about the relationship between freedom and slavery in the early U.S. Republic.	7.5.24.1 Examine the goals and actions of community groups, organizations and other freedom movements that fought against injustices (i.e., local, national and global).	7.1.2.1. Evaluate how well principles expressed in the Declaration of Independence and preamble to the U.S. Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time.
Supporting question	Supporting question	Supporting question	Supporting question

What strategies did enslaved people use to protect themselves, their families and communities?	What do primary sources from early America tell us about how individuals and the government defined freedom?	How did free and enslaved Black people stand up against slavery and fight for fair treatment?	Who was included—and who was left out—when America’s founding documents defined what it meant to be a citizen, and how has that changed over time?
Formative performance task(s)	Formative performance task(s)	Formative performance task(s)	Formative performance task(s)
Task 1: Source Stations Students rotate through stations—one for each of the sources (Sources A-E). Read or watch the document/video at the station. Decision-Making Framework: Students identify the decision made by the person the source is about. Students identify additional options the person may have had and the potential risks and consequences of those choices.	Task 1: Observe, Reflect, Question, round 1 In small groups, students use the Library of Congress’ Observe, Reflect, Question model for analyzing primary sources for Sources A-C. Values Comparison: Use a comparison chart to compare the values in the three different sources. Reflection: Change, Challenge Confirm – How does Wheatley’s poem change, challenge, or confirm Jefferson’s ideals? How does Banneker’s letter change, challenge, or confirm Jefferson’s ideals? How do Wheatley and Banneker together expand or redefine the meaning of freedom in early America?	Task 1: Understanding Different Types of Resistance Display four cards around the room labeled: - Adaptive resistance (quiet, strategic survival) - Cultural resistance (songs, stories, faith, family traditions) - Legal resistance (freedom suits, petitions, legal challenges) - Defiant resistance (escape, revolts, direct refusal of orders) Give students brief examples: Singing a coded spiritual about escape Suing for freedom in court Slowing down work in fields	Task 1: Founding Documents Students highlight words that reflect the values of the founders and the rights they wanted to protect in the DOI (Source A) and the Constitution’s Preamble (Source B). As a class, create a list of values and rights for the nation’s founding documents. Expanding Documents: Review Source C and D. Students highlight places the rights or values are repeated in these documents. Students reflect on the following questions: How is the message similar or different? How is language being used to limit or challenge people’s access to the

		Running away from a plantation Ask students to stand by the card that best matches the example. Discussion: What do these different strategies have in common? How might they all be powerful in different ways? Explain that enslaved people resisted in many ways – hidden and visible, personal and collective – and that they will learn about real stories of these strategies. Small Groups: In small groups, students explore Source A and categorize resistance to slavery. For each source, they highlight or note one specific example of resistance (e.g., running away, cultural traditions, family protection) and categorize the type of resistance (Adaptive, Cultural, Legal, Defiant) in a Graphic Organizer. Example: Graphic Organizer for Resistance Strategies Guiding Question: Students reflect on the following questions: What does this strategy reveal about the priorities and	rights and values expressed in the nation's founding documents?
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		values of enslaved people?	
Task 2: Exit Ticket Students reflect on the following questions: Why might different enslaved people choose different strategies to survive and protect their communities—even when facing similar circumstances? What do these choices tell us about their values?	Task 2: Observe, Reflect, Question, round 2 With a partner, students use the Observe, Reflect, Question model from the Library of Congress for Analyzing Maps for Source C.	Task 2: Compile and Reflect Then the teacher will bring the class back as a large group to compile a larger list of resistance strategies on the whiteboard. Reflect: Students reflect on the questions: How do these methods of resistance relate back to the concept of freedom? Why does standing up against injustice remain important today?	Task 2: Connecting Back to the Pre-Lesson Revisit the Genocide Pre-Lesson for Middle School. Discuss how what was learned in this unit changes, challenges, or confirms the definitions of genocide.
	Task 3: Observe, Reflect, Question Round 3 In small groups, students use the Library of Congress' Observe, Reflect, Question model for analyzing primary sources for Source D. Further Examination: Examine the political map to identify free and slave states and territories. Compare that to the experience of Rachel. Exit Ticket: Change, Challenge, Confirm - Students reflect on the	Task 3: Exit Ticket Students reflect on the question: How do the various methods of resistance you explored relate back to the concept of freedom?	

	following question as a class, in small groups, or in a journal: How does Rachel's suit change, challenge, or confirm the idea of freedom in the map?		
Featured sources	Featured sources	Featured sources	Featured sources
Task 1: Source Stations Source A: The Trustees The Legacy of Elizabeth "Mumbett" Freeman: A story of justice and freedom, video (6:46) Source B: George Washington's Mount Vernon Ona Judge: A Woman Who Escaped Slavery & the Washingtons, video (5:38) Source C: Cornell University Freedom on the Move Database Freedom on the Move Runaway Ads Source D: PBS Plantation Dance/Ring Shout African/African-American Culture, video (3:02) and background essay (Students should read the "Background Essay" (right side of	Task 1: Observe, Reflect, Question, round 1 Source A: National Archives Declaration of Independence: A Transcription Source B: Phillis Wheatley Historical Society "To His Excellency, George Washington" Source C: National Archives Benjamin Banneker to Thomas Jefferson, 19 August 1791	Task 1: Graphic Organizer Source A: Minnesota Department of Education WPA Slave Narratives – Resistance excerpts from the National Humanities Center Resource Toolbox, The Making of African American identity: Vol. 1, 11500-1865 Source B: Various Sources Black Voices and Organizations Resistance Narratives	Task 1: Founding Documents Source A: National Archives Declaration of Independence: A Transcription Source B: United States Courts Read Along with the Constitution's Preamble video (0:52) and text Source C: National Archives Benjamin Banneker to Thomas Jefferson, 19 August 1791 Source D: The Center for Formation Justice and Peace What to the Slave Is the Fourth of July? (an excerpt)
	Task 2: Observe, Reflect, Question, round 2 Source C: The Library of Congress Political Map of the United States: The Comparative Area of the Free and Slave States		Task 2: Contemporary Connection Source E: ABC News Poet Amanda Gorman reads 'The Hill We Climb', video (6:18) (Text—The Hill We Climb)

webpage)I before watching the video) Source E: George Washington’s Mount Vernon The Life of Kate: Enslaved Midwife, Fieldworker, Wife, and Mother, video (5:04)	Task 3: Observe, Reflect, Question, round 3 Source D: Washington University Libraries Rachel v. William Walker Alternative/Support Video: PBS Origins The Slavery Lawsuits They Didn’t Teach You in School, video (11:46) Alternative Questions: What is the importance of freedom suits? How were they used and what impact did they have?		
Summative performance task	Argument: Students respond to the compelling question: How did Black families’ and organizations’ fight for justice and cultural survival redefine freedom and community? Students create flip cards (at least three)—on one side it will identify a value or right from a founding document and identify a quote from one of the founding documents that references that value or right. On the other side, they will include a quote from one of the sources created by a free or enslaved Black person or organization that connects to the value or right on the front, and will explain how the quote changes, challenges, or extends the right or value on the front. Extension: Students curate a digital or classroom-based “Community Memory Exhibit” featuring the flip cards from the summative activity as the foundation. Students will: Organize the flip cards into thematic clusters (e.g., “Liberty and Personhood,” “Equality and Citizenship,” “Community and Resistance,” “Justice and Protection”).		

	• Select 2–3 additional sources per cluster to enrich the story, including songs, oral histories, artwork, court cases, or newspaper excerpts. • Write interpretive labels (2–3 sentences each) that explain how these sources collectively show the evolution and redefinition of freedom and community. • Design and present the exhibit for classmates, school community, or families.
Taking informed action	Understand: Choose one value or right you studied (like liberty, equality, protection, or family). Why was it important to Black individuals or communities in the past?
	Assess: Where do you see that same value or right still being debated or challenged today? Who is working to protect it now?
	Act: Each student will find an article that reflects the way the right is still being debated or challenged to share with a small group in a discussion.

To access featured sources in the IDMs created by the Working Group, review the SharePoint instructions below and complete the access request form:

Access Request Form:

<https://forms.cloud.microsoft/g/geU1t252wi>

Important:

Access requires a **Microsoft account email address**.

If your district does not use Microsoft accounts, you may create a free one (e.g., Outlook.com) at:

<https://account.microsoft.com>

Please ensure the email you provide in the form is a Microsoft account, as it will be used to grant SharePoint access.

The form will request:

- First and last name
- Microsoft account email
- District/organization
- Job title
- District/organization type
- District/organization name
- Primary purpose for access

After submitting your request, it will be reviewed. You will then receive an invitation sent directly to the **Microsoft email account** you provided on the form. Please check the inbox for that account. If you don't see the invitation within several days, check your spam/junk folder.