

# **SLAVERY AND EMANCIPATION IN NEW ENGLAND**

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**STANDARD:** STATE OF TEXAS (TEKS)

**21 (a) CULTURE:**

EXPLAIN THE ACTIONS TAKEN BY PEOPLE FROM RACIAL, ETHNIC, AND RELIGIOUS GROUPS TO EXPAND ECONOMIC OPPORTUNITIES AND POLITICAL RIGHTS IN AMERICAN SOCIETY.

**FOCUS/CONCEPT:**

EXAMINING AND ANALYZING THE SOCIAL IMPLICATIONS OF THE DIFFERENT APPLICATION OF LAWS BASED ON CLASS AND/OR RACE.

**MEASURABLE OUTCOME:**

GIVEN A GROUP OF PRIMARY SOURCE DOCUMENTS, THE STUDENTS WILL BE ABLE TO ANALYZE AND DESCRIBE THE INJUSTICES THAT IMPEDE ON MINORITIES IN ACHIEVING FULL EQUALITY BY USING THE SOAPSTONE AND SUMMARIZING THEIR FINDINGS IN WRITING.

**PRIMARY SOURCES:**

1. 1705 VIRGINIA SLAVE CODES
2. COLONIAL LAWS
3. VIRGINIA RECOGNIZES SLAVERY
4. STATE OF TEXAS- LAW CODES

**OVERVIEW:**

USING PRIMARY SOURCE DOCUMENTS, THE STUDENTS, WORKING IN GROUPS, WILL ANALYZE IMAGES AND LAWS, USING THE SOAPSTONE PROCESS, TO DESCRIBE LAWS, DETERMINE THEIR EQUITY IN APPLICATION IN RESPECT TO THE GENERAL APPLICATION TO THE GENERAL POPULATION AND MINORITIES, AND SUMMARIZE THEIR FINDINGS.

**LESSON:**

DAY 1:

**I. INTRODUCTION**

1. PREVIEW-CLASS DISCUSSION: WHAT DO YOU THINK DR. MARTIN KING, JR. MEANT WHEN HE SAID, “JUSTICE DELAYED IS JUSTICE DENIED”?
2. USING VISUAL DISPLAY OF STATISTICAL DATA OF THE INCARCERATION RATES FOR THE STATE OF TEXAS, THE STUDENTS WILL ANSWER THE FOLLOWING?
  - A. WHAT NUMBER STANDS OUT IN YOUR MIND?
  - B. WHY DO YOU THINK THE NUMBERS ARE HIGHER FOR ONE GROUP COMPARED TO OTHERS?
  - C. MAKE A GRAPH TO COMPARE THE PERCENTAGE OF EACH ETHNIC GROUP LIVING IN THE U.S. TO EACH GROUP PLACED IN STATE PENAL INSTITUTIONS.
3. REVIEW: WHAT DO YOU THINK DR. MARTIN LUTHER KING, JR. MEANT WHEN HE SAID, “JUSTICE DELAYED IN JUSTICE DENIED”?

**II. GROUP ACTIVITY:**

(DAY 2)

1. GROUPS OF FOUR WILL READ ONE OF THE PRIMARY SOURCE DOCUMENTS PROVIDED.
  - A. VIRGINIA SLAVE CODES
  - B. TEXAS LAW
  - C. COLONIAL LAW
2. EACH GROUP WILL USE THE SOAPSTONE TO ANALYZE THE PRIMARY SOURCES.

(DAY 3)

1. EACH GROUP WILL WRITE A SUMMARY FOR THEIR PRIMARY SOURCE DOCUMENT ON THE CHART PROVIDED ON THE BOARD TO INCLUDE:
  - A. FOR WHOM ARE THE LAWS INTENDED?
  - B. EXAMPLES OF LAWS OR PUNISHABLE OFFENSES?
  - C. EXAMPLES OF PUNISHMENT ISSUED?
2. REVIEW: WHAT DID DR. MARTIN LUTHER KING, JR. MEAN WHEN HE SAID, “JUSTICE DELAYED IS JUSTICE DENIED”?

### **III. CLOSE**

(DAY 3)

1. PRIOR TO LEAVING THE STUDENTS WILL WRITE AND DISCUSS HOW LAWS MAY BE APPLIED DIFFERENTLY ACCORDING CLASS OR RACE.
2. WHAT DOES THIS TELL YOU ABOUT EQUALITY UNDER THE LAW?
3. DOES EQUALITY EQUATE TO EQUAL JUSTICE?

#### **ASSESSMENT/EVALUATION:**

1. THE STUDENTS WILL FIND MODERN DAY EXAMPLES (PARIS HILTON?) OF INEQUITY IN THE JUDICIAL SYSTEM AND ANALYZE THOSE FACTORS THAT CONTINUE TO CONTRIBUTE TO THIS DILEMMA.
2. THE STUDENTS WILL EXAMINE WAYS TO ENSURE THAT JUSTICE IS FOR ALL. (HOW CAN WE CHANGE THE LAW?)
3. THE STUDENTS WILL ANSWER IN WRITING THE QUESTION OF WHETHER THE IDEAS OF SOCIAL JUSTICE HAVE CHANGED SINCE THE COLONIAL PERIOD.

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