

POLITICS UNIT: WEEK 2 – RESISTANCE MOVEMENTS

Stage 1 – Desired Results					
<p>ESTABLISHED GOALS</p> <p>The enduring understandings and learning goals of the lesson, unit, or course.</p> <ul style="list-style-type: none"> • Summarize the importance of the Haitian Revolution • Explain the basics of abolition and independence movements in the Americas. This includes similarities, difference, and possible connections between how movements occurred in different regions. • Revise political and historical narratives that tend to “whiten” independence and abolition movements in the Americas. 	<i>Transfer</i>				
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Challenge –with sources— political and historical narratives that tend to “whiten” independence and abolition movements • Describe the legacy of independence and abolition movements to assess what has changed for Black people in the Americas and what remains to be done (this can be connected to weeks 3 & 4 as well as beyond the course) <p>Refers to how students will transfer the knowledge gained from the lesson, unit, or course and apply it outside of the context of the course.</p>				
	<i>Meaning</i>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">UNDERSTANDINGS</th> <th style="width: 50%; text-align: center;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The challenges (e.g., corruption, despots, surveillance) within independence and abolition movements • There were exceptions to some of the trends seen in the Americas regarding independence and/or abolition (e.g., Napoleon reinstating slavery, Dominican Republic’s “three” independences) • Many political/abolition projects were forged while leaders were in exile. • There are narratives that have “whitened” the independence and the abolition movements. <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p> </td> <td style="vertical-align: top;"> <p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p> <ul style="list-style-type: none"> • What was [insert leader’s name. Bolívar? Louverture? Dessalines?] role in independence and/or abolition movements in certain parts of the Americas? • Why was the Haitian Revolution so important? How did it help initiate resistance movement in other parts of the Americas? How did other European countries and/or the U.S. react once Saint-Domingue became independent? • What was the Antillean Confederation? What was Bolívar’s plan to politically organize the region? • What are some of the particularities about Guadalupe, Martinique, Cuba, and Brazil’s quest to abolish slavery? What are some of the particularities about Puerto Rico’s independence movement? • What are some of the similarities and differences between slave rebellions in </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The challenges (e.g., corruption, despots, surveillance) within independence and abolition movements • There were exceptions to some of the trends seen in the Americas regarding independence and/or abolition (e.g., Napoleon reinstating slavery, Dominican Republic’s “three” independences) • Many political/abolition projects were forged while leaders were in exile. • There are narratives that have “whitened” the independence and the abolition movements. <p>Refers to the big ideas and specific understandings students will have when they complete the lesson, unit, or course.</p>	<p>Refers to the provocative questions that foster inquiry, understanding, and transfer of learning. These questions typically frame the lesson, unit, or course and are often revisited. If students attain the established goals, they should be able to answer the essential question(s).</p> <ul style="list-style-type: none"> • What was [insert leader’s name. Bolívar? Louverture? Dessalines?] role in independence and/or abolition movements in certain parts of the Americas? • Why was the Haitian Revolution so important? How did it help initiate resistance movement in other parts of the Americas? How did other European countries and/or the U.S. react once Saint-Domingue became independent? • What was the Antillean Confederation? What was Bolívar’s plan to politically organize the region? • What are some of the particularities about Guadalupe, Martinique, Cuba, and Brazil’s quest to abolish slavery? What are some of the particularities about Puerto Rico’s independence movement? • What are some of the similarities and differences between slave rebellions in
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		<p>Barbados, Jamaica, and Guyana? What were the outcomes of those rebellions?</p> <ul style="list-style-type: none"> • Why was there some concern with pro-U.S. groups in the Caribbean/Latin America and with the United States' interest in the region? • What are some of the connections between freemasonry and Black politicians? • What are some of the reasons why some of these historical figures/events are not that well-known today?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The basics of abolition and independence movements in the Americas during the 19th century • about different ideas/models to govern new republics such as the Antillean Confederation project • about the connections between freemasonry and Black leaders • the importance of slave rebellions in the Americas <p>Refers to the key knowledge students will acquire from the lesson, unit, or course.</p>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • comparing abolition and/or independence movements in the Americas and the role Black people had in these movements <p>Refers to the key skills students will acquire from the lesson, unit, or course.</p>
Stage 2 – Evidence and Assessment		
Evaluative Criteria	Assessment Evidence	
<p>Refers to the various types of criteria that students will be evaluated on.</p> <p>Portfolio?</p>	<p>PERFORMANCE TASK(S): annotated bibliography in preparation for portfolio?</p> <p>Refers to the authentic performance task(s) that students will complete to demonstrate the desired understandings or demonstrate they have attained the goals. The performance task(s) are typically larger assessments that coalesce various concepts and understandings like large projects or papers.</p> <hr/> <p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • homework in which students will compare abolition and/or independence movements in the Americas. • Short paper answering at least one of the essential questions 	

- Discussion board/thread/blog about the readings: students can answer to each other posts

Refers to other types of evidence that will show if students have demonstrated achievement of the desired results. This includes quizzes, tests, homework, etc. This is also a good point to consider incorporating self-assessments and student reflections.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Individual: watching the documentary *El antillano* (and do readings by Jossiana Arroyo, et. al. on Betances). To expand this, documentaries, and readings (on Louverture? Fredrick Douglass? Sam Sharpe?) can be added so that students can present summaries of the documentary they watched to other students via voice-thread (?)
- Have students read different slave narratives (from different regions in the Americas if possible) and prepare voice-threads to summarize what they read and share it with each other.
- Instructional strategies: recorded lectures. Discussion board/thread/blog about readings and documentary.

This stage encompasses the individual learning activities and instructional strategies that will be employed. This includes lectures, discussions, problem-solving sessions, etc.