

The Price of Silence - Part 2

Overview:

These lessons enable students to explore the history and ramifications of slavery in New Jersey, a topic often overshadowed by the narratives of other states. By examining the unique context of slavery in the state, we will uncover its significance, impact, and legacy. Through primary sources, discussions, and reflections, students will gain a deeper understanding of the experiences of enslaved individuals and the broader historical and societal implications.

Timeframe:

Suggested - Six class periods (teacher can modify based on learning needs)

Unit Objectives - By completing this unit, students will be able to:

- Define the term racial disparities.
- Recognize the long-lasting impact of slavery on the African-American community in New Jersey, including generational trauma and ongoing racial disparities.
- Examine how racial disparities and institutional biases rooted in historical enslavement persist in modern social systems, such as education, criminal justice, and healthcare.
- Evaluate the connections between historical oppression and present-day social justice issues within the context of New Jersey.
- Explore strategies to cultivate empathy, understanding, and allyship in addressing social justice issues arising from enslavement.
- Identify actionable steps individuals and communities can take to address social justice issues stemming from slavery in New Jersey.
- Construct informed arguments on the necessity of addressing historical injustices and promoting equitable policies.

Essential Questions:

How does the legacy of enslavement impact contemporary social justice issues for New Jersey's African-American community?

What are the connections between historical systems of oppression, such as slavery, and modern-day inequalities in areas like education, housing, health, and criminal justice?

In what ways has the African-American community been affected by generational trauma resulting from enslavement, and how does this trauma manifest in society today?

How do the economic disparities rooted in slavery contribute to ongoing socioeconomic inequalities and disparities in access to opportunities?

What strategies and initiatives are being undertaken to address the long-lasting social justice issues that trace back to enslavement?

How can education play a role in dismantling misconceptions and fostering empathy by addressing the uncomfortable truths and complexities surrounding enslavement and its ongoing consequences?

Standards (taken from [New Jersey Student Learning Standards](#))

- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

- 6.1.12.EconNE.13.c: Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society

Online resources:

 [The Lasting Impact of Slavery in New Jersey | Part 2 of 2](#)

Day 1 - Watch Video

Lesson Objectives - After watching *The Price of Silence* Part II, students will be able to:

- Identify the Van Winkle slave ring and attempts by current New Jerseyans to uncover, document and name those African Americans who were illegally sold into slavery by this ring
- Recognize racial disparities that exist in New Jersey today and explore some solutions for these disparities
- Explore the connection between race, social issues, and music through the work of Danielia Cotton

1. Anticipatory Set/Focus Exercise - Contemporary issues surrounding slavery in New Jersey

Option 1 : Start with a Kahoot [Price of Silence - Part 2](#)

OR (CHOICE)

Option 2 : Create a Jamboard, Newsprint or Whiteboard and markers and have students populate three pages with the following prompts and follow with a short discussion:

“ What economic issues stem today from enslavement?”

“ What social issues stem today from enslavement?”

“ What political issues stem today from enslavement?”

2. The teacher will introduce the video by reading the following language, which was taken from PBS *Chasing the Dream*:

In Part 1, the documentary journeyed through New Jersey, reviving the narratives of the enslaved and delving into local organizations dedicated to unearthing and safeguarding their histories. Transitioning to the second segment, the focus of Part 2 shifts to poignant stories from the 19th century, culminating with an exploration of the enduring influence that slavery continues to exert on the African-American community in the present day.

3. Students watch the video and answer questions from the [viewing guide for Part 2](#)

Days 2 - 5: Research and create project

 Chains to Change: Social Justice in the Aftermath of Enslavement

Lesson Objectives - by completing this project, students will be able to:

- evaluate the present-day consequences of enslavement by assessing the connection between historical injustices and their ongoing repercussions.
- advocate for change and awareness by developing informed recommendations and strategies to address present-day social justice issues stemming from enslavement's legacy.
- journal on the project material using empathy and critical thinking, and reflect on their sense of personal responsibility for addressing the ramifications of enslavement.

Introduce the project, *Chains to Change: Social Justice in the Aftermath of Enslavement*, by reading through the assignment with the class, and answering questions along the way.

Timeframe:

Four in-class periods plus homework

Topics:

Racial Inequality
Criminal Justice System
Arts (Music) & Social Justice
Mass Incarceration
Economic Disparities
Educational Inequity

Health Disparities:
Voting Rights
Housing Segregation
Cultural Stereotypes
Environmental Justice
Reparations

- Students have the liberty to explore topics that may be different, but related to the film that are approved by the teacher.

Day 6 - Present projects through Gallery Walk

Lesson Objectives - As a result of this gallery walk, students will be able to:

- analyze and articulate the connections between historical enslavement and present-day social justice issues, demonstrating an understanding of how past events have shaped contemporary challenges.
- actively engage with student presentations and develop the ability to critically interpret and respond to different forms of multimedia content.
- demonstrate empathy by considering the perspectives and experiences of those impacted by enslavement and reflect on their emotional responses and connect them to the ongoing social issues discussed during the gallery walk.

Introduction and Rationale

Briefly introduce the concept of a gallery walk and explain its purpose in the context of exploring social justice issues. Highlight that students will have the opportunity to engage with a range of materials and perspectives.

A gallery walk encourages active learning, promotes exploration, and allows students to engage with diverse types of materials. It's an effective way to foster deeper understanding and meaningful discussions on complex topics like social justice issues stemming from historical enslavement.

Directions

Instruct students to move around the room to navigate each project. Encourage them to read, listen, view, or interact with the materials. For each gallery installation, students will respond to the prompts on the gallery walk worksheet. One computer from each group will be at a station and “loaded up” with their presentation. On a large newsprint by each installation, students will reflect on their insights, reactions, and thoughts about the social justice issues presented. On

each piece of newsprint, make a two-column chart. In one column, write “Information we learned.” In the second column, write “Questions we have.”

Options for Gallery Walk presentations:

Teachers may “house” all the projects in a shared folder and student groups can watch them together. Then, at the conclusion of each project, students can populate their answers on the newsprint.

Materials

Newsprint and markers. Another option is for students to have sticky notes and place their answers on the newsprint.

Printouts of the [Gallery Walk Questions](#) , if the teacher prefers that students write their answers.

Timeframe

Allow for 8 minutes per installation for students to watch the presentation, work on their gallery walk questions, discuss, and write their responses on the newsprint.

Homework for Day 6 - Concluding Journal

For homework at the conclusion of this project, please thoughtfully complete the following journal entry: [Concluding Journal](#)