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**world view 2020 K-12 VIRTUAL FALL PROGRAM  
STUDY GUIDE for CEU**  
***Shared Narratives:   
Racial Slavery in the Americas: Resistance, Freedom, and Legacies***

**November 19, 2020**

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| **Name:** | **Email:** |
| **Position:** | **School and City or County:** |
| **Content area *(if applicable)*:** | **Grade Level *(if applicable)*:** |
| **Instructions:** To receive **.5 CEU** credits or **5 PDCH** you must attend the virtual program on November 19th and turn in this study guide. Please return completed study guide by Friday, **December 11, 2020** to  Nick Allen, World View Program Coordinator at [nicka@unc.edu](mailto:nicka@unc.edu).  **Pre-program materials:** All materials are posted in the program’s LiveBinder under the “Study Guide” tab available here: <https://go.unc.edu/WorldViewNov19> Access Key: SharedNarratives Reading 1: ***Introduction in Student Text***. In Racial Slavery in the Americas: Resistance, Freedom, and Legacies.Reading 2: ***Reparative Justice: Writing an Appeal for Action.*** In Racial Slavery in the Americas: Resistance, Freedom, and Legacies.  * Video 1: [Promotional Video for the Racial Slavery unit](https://vimeo.com/443405114?fbclid=IwAR2f-neNlNQ4W-kn5ODbX3LepdqX0IgvrG-mq-xoCHzsYVTUwVsYmFyfNus) (5:25) * Video 2: [What is racial slavery and how is it different from other forms of slavery?](https://www.choices.edu/video/racial-slavery-and-other-forms-of-slavery/) (1:51) * Video 3: [What are some common misconceptions about racial slavery?](https://www.choices.edu/video/misconceptions-about-racial-slavery/) (1:20) * Video 4: [Why should we use the term “enslaved peoples” instead of slaves?](https://www.choices.edu/video/enslaved-people-instead-of-slaves/) (1:45)  Slides: [***Artistic Depictions of Plantations and Enslavement***](https://docs.google.com/presentation/d/1eTv2BQHebbcH1sVkmNPk3g2GnpCshVFjkxIb0oGqvkA/edit?usp=sharing)slide deck to be used with Art Analysis: Portrayals of Plantations and Enslavement lesson in Racial Slavery in the Americas: Resistance, Freedom, and Legacies. | |

1. **PLEASE ANSWER THE FOLLOWING QUESTIONS BEFORE ATTENDING THE NOVEMBER 19TH VIRTUAL PROGRAM.**
2. **Watch the four short introductory videos in the questions below and reflect on the corresponding questions. Please provide responses below and be prepared to discuss on November 19.**
   1. Watch the [*Promotional Video for the Racial Slavery unit*](https://vimeo.com/443405114?fbclid=IwAR2f-neNlNQ4W-kn5ODbX3LepdqX0IgvrG-mq-xoCHzsYVTUwVsYmFyfNus). **What was the most powerful line you heard?**

* 1. Watch [*What is racial slavery and how is it different from other forms of slavery?*](https://www.choices.edu/video/racial-slavery-and-other-forms-of-slavery/)**Please answer what is racial slavery and how is it different from other forms of slavery? What information might be new to your students?**

* 1. Watch [*What are some common misconceptions about racial slavery?*](https://www.choices.edu/video/misconceptions-about-racial-slavery/) **Respond to the question, what are some common misconceptions about racial slavery?** **Are these misconceptions similar to misconceptions held by your students? Are there misconceptions to add to this list?**

* 1. Watch [*Why should we use the term “enslaved peoples” instead of slaves?*](https://www.choices.edu/video/enslaved-people-instead-of-slaves/) **What other terms might we want to update?**

1. **For all videos: How might you use these videos in the classroom?**

1. **After reading the *Introduction to the Student Text* (Reading 1), what are one or two facts, concepts or approaches in the *Introduction* that you think might be new to your students?**

1. **Please preview the lesson, *Reparative Justice: Writing an Appeal for Action*. Although we won’t have time to do the entire *Reparative Justice* lesson, we will discuss it, so please read through it and be ready to share your thoughts and reactions to it on Nov. 19. It is in the LiveBinder (Reading 2).**

1. **We will also review the *Art Analysis Portrayal of Plantations and Enslavement* lesson of the unit. The slide show that accompanies the lesson can be found** [**here**](https://docs.google.com/presentation/d/10AW8-_Q9XTEhWG5QkqSwl0HgAjxnCA5doUaDJMLARbA/copy#slide=id.p) **if you’d like to have a look at it ahead of time.**
2. **PLEASE ANSWER THE FOLLOWING QUESTIONS AFTER ATTENDING THE VIRTUAL PROGRAM.**
3. **Did you gain any new knowledge, strategies or resources by participating in the November 19th program?**

1. **Do you think you can integrate the new *Racial Slavery in the Americas: Resistance, Freedom, and Legacies* curriculum into your instruction?If so, what ideas do you have and in what classes will you use it in?**