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**world view 2021 VIRTUAL PROGRAM  
STUDY GUIDE for CEU / PDCH**  
***Racial Slavery in the Americas: Resistance, Freedom, and Legacies***

**April 15, 2021**

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| **Name:** | **Email:** |
| **Position:** | **School / College and City or County:** |
| **Content area *(if applicable)*:** | **Grade Level *(if applicable)*:** |
| **Instructions:** To receive **.5 CEU** credits or five hours of professional development contact hours (5 PDCH) you must attend the virtual program on April 15th and turn in this study guide. Please return completed study guide by Friday, **May 7, 2021** 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/WorldViewApr15> Access Key: WorldView2021 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 APRIL 15th 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 April 15.**
   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 April 15. 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 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?**