

## High School Level

**Compelling Question:** Can everyone be treated fairly in a society with racial and social hierarchies?

### **Documents and Readings:**

Bet's Confession

Philip Schuyler's Letter to son John Broadstreet Schuyler dated November 22, 1793

"For Sale" from the *American Minerva* December 9, 1793

*Albany Register* January 13, 1794

*Albany Register* January 20, 1794

*Albany Register* January 27, 1794

*Albany Register* March 17, 1794

*Annals of Albany, Vol. III* pp. 160-164 by Munsell

Gerlach, D. (1977, March). "Black Arson in Albany, New York, November 1793,"

*Journal of Black Studies* 7(3): 301-312.

*Great Albany Fire of 1793*

### **Video:**

Dramatic Presentation: *The Accused* (Fictionalized account based on historical evidence)

## Standards and Framework:

### **Common Core Learning Standards**

#### *Reading Standards*

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships between the key details and ideas.

**3.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **Craft and Structure**

**5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**6.** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### **Integration of Knowledge and Ideas**

**8.** Evaluate an author's premises, claims, and evidence by corroborating or

challenging them with other information.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies between sources.

### *Writing Standards*

1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

### **Social Studies Practices**

**A.** Gathering, Interpreting, and Using Evidence

3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.

4. Describe, analyze, and evaluate arguments of others.

5. Make inferences and draw conclusions from evidence.

6. Deconstruct and construct plausible and persuasive arguments, using evidence.

7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

**B .** Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

**C.** Comparison and Contextualization

2. Identify, compare, and evaluate multiple perspectives on a given historical experience

### **Social Studies Learning Standards**

1- History of the United States and New York State

3- Geography

4- Economics

5-Government

### **Social Studies Themes**

Individual Development and Cultural Identity

Development and Transformation of Social Structures

Power, Authority, and Governance

## **Social Studies Framework**

11.1 COLONIAL FOUNDATIONS (1607– 1763): European colonization in North America prompted cultural contact and exchange between diverse peoples; cultural differences and misunderstandings at times led to conflict. A variety of factors contributed to the development of regional differences, including social and racial hierarchies, in colonial America.

11.1b A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.

Students will analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.