

## Puicon Lesson Plan, Innovative Newark Elective Course

### **UNIT: Black Power in Newark**

#### **Lesson Title: “Poster Project – Sharing our Analysis of Black Power in 19<sup>th</sup> Century Newark w/our School Community**

##### **Content Standards:**

- ❖ **Primary:** NJ SLS Social Studies, US History 6.1.12.UP.2.b-D.5.d - Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- ❖ **Secondary:** NJ CCSS ELA, RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

##### **Learning Intention(s):**

“Using my analysis of ‘Black Power in 19<sup>th</sup> Century Newark,’ I will share with others 5-7 facts that stood out to me from the exhibit (making sure that at least half of the facts be uplifting or inspiring), and write a reflection where I explain to others what students/youth today can take away from this exhibit.”

##### **Success Criteria:**

“By the end of class, I will have fulfilled the Learning Intention by creating a poster with my group that will be displayed in the hallway of my school.”

##### **Assessment(s):**

- ❖ Group Poster – Students will work together to answer questions on poster board in the room. Will be graded according to the group/oral presentation worksheet handed out at the beginning of the semester.

##### **Materials and Resources:**

- ❖ Black Power in 19<sup>th</sup> Century Newark digital exhibit: [HOME \(blackpower19thcentury.com\)](http://blackpower19thcentury.com)
- ❖ Poster model – see attached picture

**Instructional Procedures/Steps (40 minute session):**

**Teacher will...**

**Students will...**

**Opening –  
5-10 mins.**

- Teacher will take attendance.
- Teacher will share screen and Daily Agenda Slide
- Teacher will begin class discussion of Black Power in 19<sup>th</sup> century archive.
  - a. Ask students of final thoughts of unit on Black Power in 19<sup>th</sup> Century?
  - b. Has the exhibit changed their perspective on black history in Newark?
  - c. Share LI and SC through directions Google Slide presentation.

- Students will follow along with teacher on board.
- Students will respond to questions posed by teacher.

**Instructions  
/Modeling –  
5-10 mins.**

- Teacher will go over instructions to group work.
- Teacher will model what an effective poster would look like.
- Teacher will then assign students their groups.

- Students will take notes on instructions.
- Students will have a chance to ask questions before beginning.
- Students will work on poster with group.

**Hands-On  
Activity –  
25-30 min.**

- Teacher will check-in with each group during hands-on activity time.

- Students will work within their group to fill out their poster board.
- Students will have a chance to work with a different cohort of classmates, building class community.

**Closing/Rec  
ap – 5 min.**

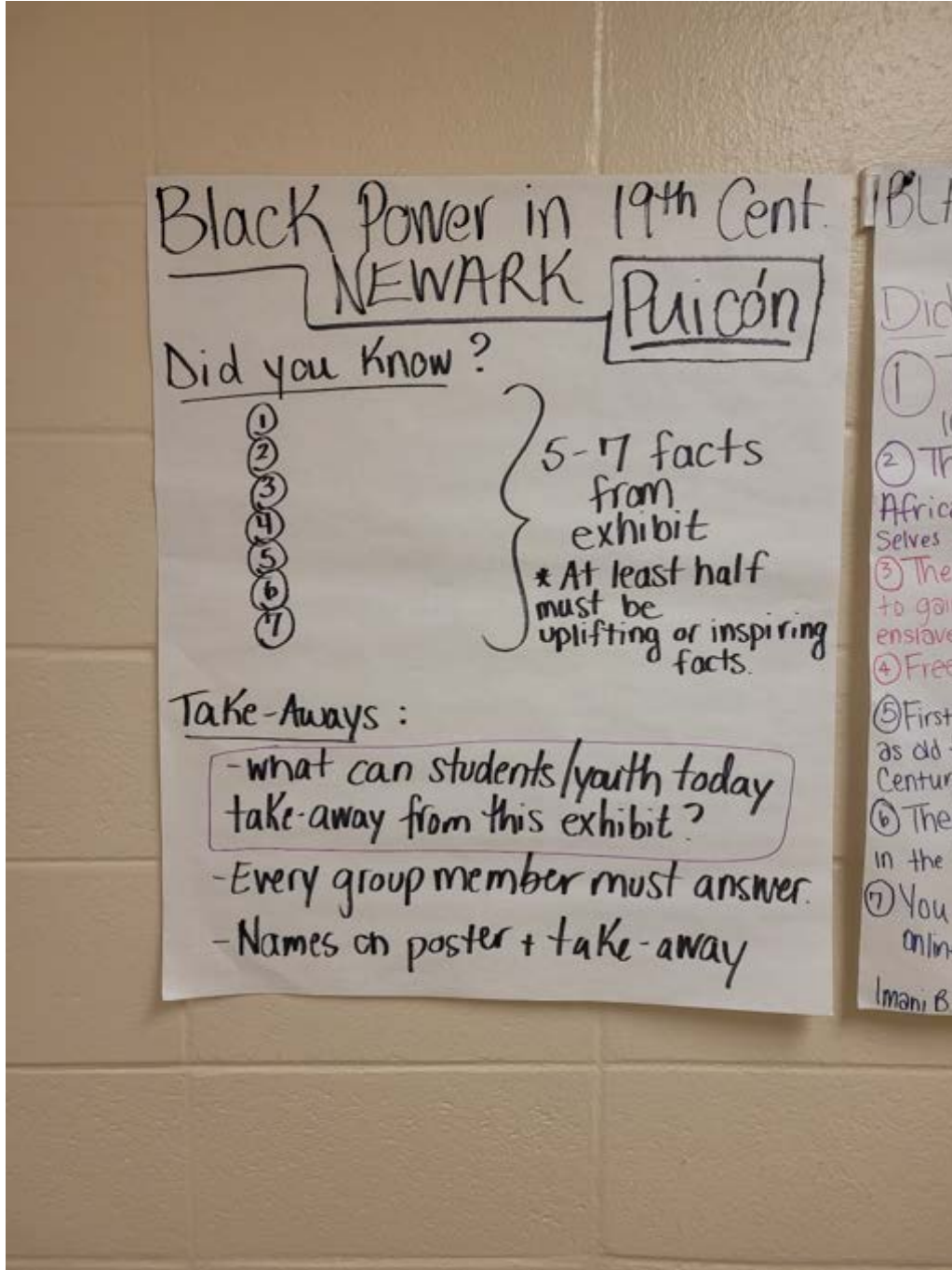
- Teacher will go over what is expected for poster walkthroughs next session.

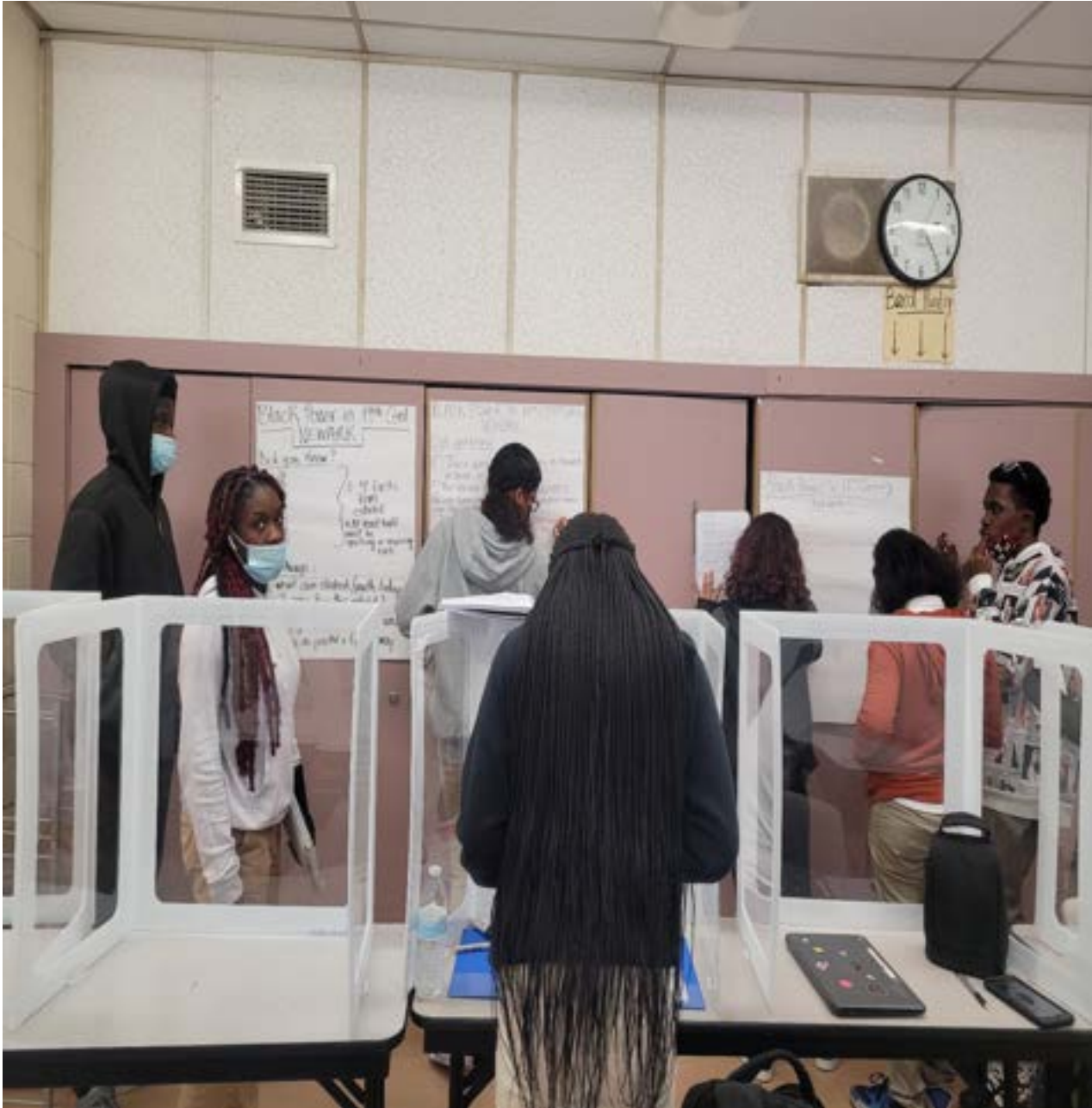
- Students will leave class with a working or almost finished posterboard.
- Students will be able to work on their individual answers for HW to prepare for next session poster presentation/walkthroughs.

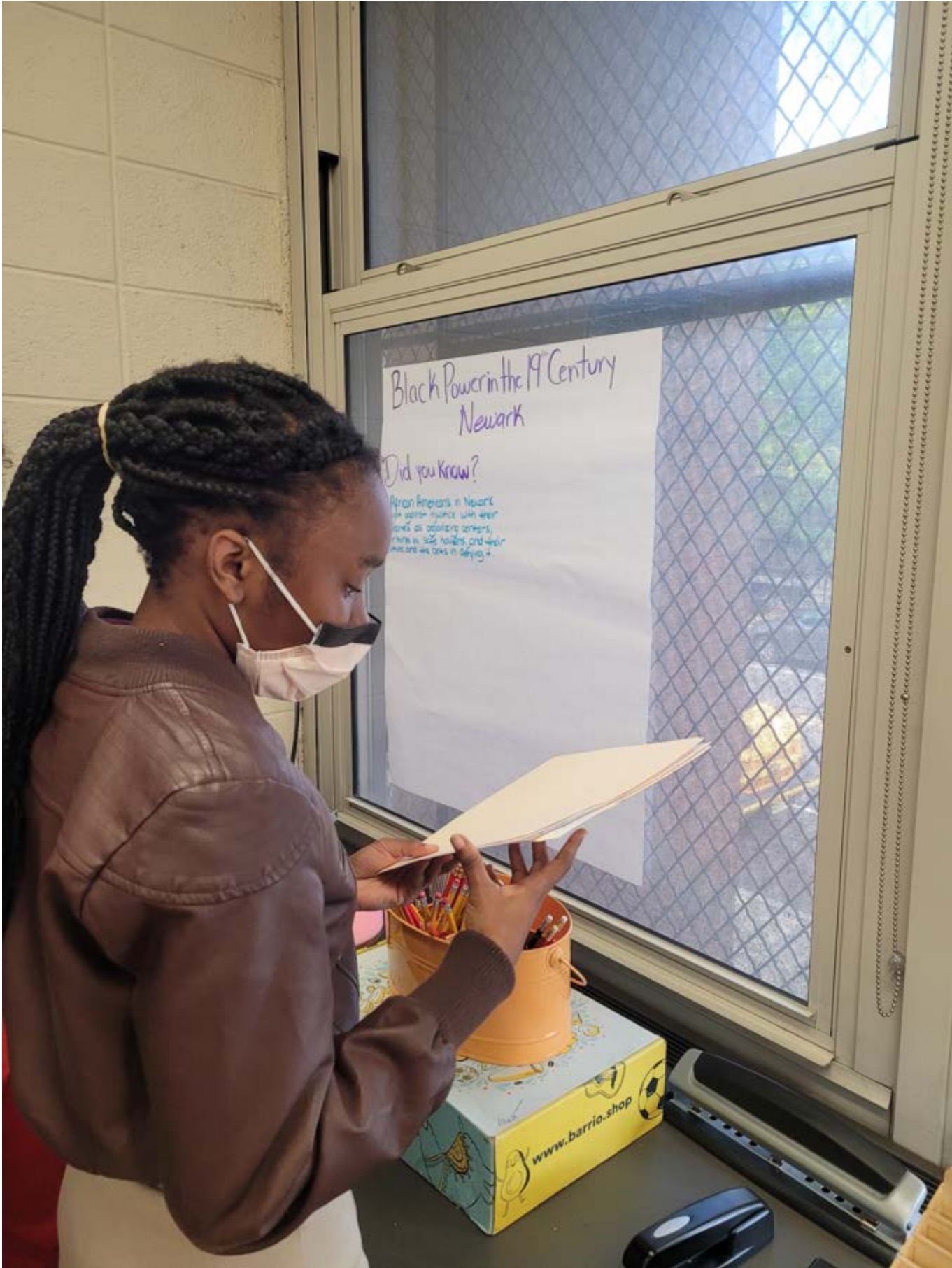
**Differentiation:**

- ❖ Teacher will check in with students who need extra assistance.
- ❖ Students who have 504 accommodations for anxiety with public speaking will be able to present privately to teacher during office hours but still participate in group activity of creating poster.

**Examples of Finished Posters Displayed in School Hallways:**







# Black Power in the 19<sup>th</sup> Century Newark

## Did you know?

African Americans in Newark...  
...with their...  
...all...  
...hours and...  
...and...  
...and...



# BLACK POWER IN 19<sup>th</sup> CENTURY NEWARK

Did you know?

- ① There were whipping trees in Newark located on Broad Street.
- ② The Harlem Renaissance (1920-1930) African-Americans and Latinos expressed themselves through poetry, music and art.
- ③ The Revolutionary War gave slaves opportunities to gain freedom, so they said, but instead they were re-enslaved and/or sold.
- ④ Free African-Americans were not aloud in Newark
- ⑤ First Presbyterian Church of Newark, known by many as old first, helped runaway slaves in the early 19<sup>th</sup> Century.
- ⑥ There was a "Natural Hair Movement" in the 1960's in Newark.
- ⑦ You can trace your ancestors for free online through the census.

Imani B. Janee O. Zubadah B. Deziyah B. Alex G.

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UR 4 Take Aways:

Janeé → Students/Youth learn more about the history of where they come from (NWK) and the monuments around the city.

Imani → Students/Youth learn more <sup>about</sup> their culture and why their city is the way it is.

Deziyah → Students can learn that slavery was actually active in Newark, NJ. Many people such as John Teasman and Irene Pataguan helped end discrimination & slavery in Newark.

Alex → Students can learn about the life changing events that happened in America, most especially Newark.

Zubaidah → Students/~~Adults~~ <sup>Youth</sup> can learn about the importance of ~~having~~ freedom and the process of getting it.

# Black Power In 19<sup>th</sup> Century Newark

Activists

- ① ~~Activist~~ stood in front of First Free Presbyterian Church
- ② Noelle Lorraine Williams became an activist at 13.
- ③ Arts and culture were used to organize and bring awareness to problems/discrimination <sup>that</sup> people of color faced.
- ④ Freedom Journal was used as an outlet in order to portray their frustrations
- ⑤ Escaped slaves used tunnels under the church as part of the underground railroad.

## Take-Away

19<sup>th</sup> Century Newark's events & ~~Community~~ left many impacts in our lives today.

😊  
- AI

Imani, Aky Jay



# Black Power in 19<sup>th</sup> Century

## Newark -

### Did you know?

① The American Colonization Society Freed PEOPLE of Color in America.

② Ancestors who survived the slave trade in the slave economy June 19th is a recognition of all of their courage.

③ Enslaved people of the Coe estate work to build their own community.

④ The enslaved people at the coal estate were persistent in creating freedom for themselves.

⑤ Compelled by the city ~~and~~ ordinance to desegregate, (school administrations) Administrators were violent in other ways including forcing paragon to sit alone at a two seater desk.

⑥ Conservatives with one overriding concern of getting rid of the U.S. of its free black people.

⑦ The enslaved africans of the Coe family were hard workers many of them worked in the quarries.

# Black Power in the 19<sup>th</sup> Century Newark

Imari, Jennifer,  
Samina, Jalisa,  
Janyla,  
Faith

## Did you know?

- ① African Americans in Newark fought against injustice with their churches as organizing centers, their homes as safe havens, and their culture, and the arts in defying it.
- ② Religion was used as a way to gather people together. They used it as a source of enlightenment, self-worth, and protection.
- ③ Colored anti slavery society of Newark fought against illegal kidnappings of free blacks, and draws attention to the enslaved community in NJ.
- ④ Newark's African Methodist Episcopal Zion church was a group of devout freedom minded people, and a safe place for free blacks.
- ⑤ Coachmen were essential for business deliveries, but were also essential for black activists and freedom seekers across the state.

## Take-Aways:

Imari: Although Newark was a predominantly white city. African slaves and freed slaves have left a large stamp on Newark history and many other cities nation-wide.

Jalisa: Slavery was not only in the south but in the north as well. It shows that white people had dominated everywhere at one point in time, however with black power and will they stopped that reign of terror.

Jennifer: Black people came together as a community to make Newark be a place of freedom.

Janyla: Black people will always be united and take a stance on injustice, no matter what obstacle there is in the way.

Samina: Newark is a small city but it holds a lot of history.

Black people have suffered for over 400 years, and in my opinion we are always going to have each other's back when faced with racial injustice. (Most of us). If it weren't for those that fought for us, we'd still be enslaved and treated as if we were animals.

Faith: Slavery was apart of history EVERYWHERE, not just in the South. And if it wasn't for the enslaved people of Newark who came before us, Newark would not be what it is today.

**This lesson was part of the unit on Black Power in Newark during 19<sup>th</sup> and 20<sup>th</sup> centuries. I've attached students' responses to other pieces of the unit as a gauge to how powerful the reflections have been, what students have learned, and examples of the power of integrating and celebrating local black history of Newark in my classroom. Please see Google Slides PFD attachment for additional supporting documentation.**