

The following a developing unit plan still in draft form. This first page contains student centered learning targets my school district endorses a way to promote transparency and efficacy in the teacher/ learner relationship. To complete the following targets, students will need to view pictures and commentary from Als' *Without Sanctuary* and *Love's Bayou*.

### ***Rationale and Overview***

***To 'teach/present' slavery in a monolithic way where facts, dates, and statistics are constantly (re)presented truncates the significance of long term impacts and effects of institutionalized terror on everyone, especially Whites. The following unit provides learners with various access points to critically explore how events, actions, and complicity deeply impacted (and some would argue still impacts) Whites as much as Blacks during and 'beyond' the institution of slavery.***

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Sub-target 1:
<b>Students will explore how lynching history operated as an organized form of legalized terrorism designed to control movement of Blacks while simultaneously upholding a white supremacist construct.</b>

- a. \_\_\_\_ I can identify and articulate 3 laws that were broken when a lynching took place
- b. \_\_\_\_ I can identify and articulate 3 human rights that were violated when lynchings took place
- c. \_\_\_\_ I can review the written advertisements of lynchings and draw conclusions about how a town would organize/plan such 'events'
- d. \_\_\_\_ I can read postcards of lynchings and discuss the intent and impact of the writers purpose.
- e. \_\_\_\_ I can view pictures from *Without Sanctuary* to see how Blacks lived in spaces that lacked physical, psychic and emotional safety.
- f. \_\_\_\_ I can use evidence from *Without Sanctuary* and *Bayou* to articulate why lack of physical, psychic and emotional safety of Blacks was vital to upholding white supremacy.

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Exit analysis: Please answer the following incorporating cogent evidence from *Bayou* and *Without Sanctuary*

Without Sanctuary

Clever one \_\_\_\_\_

1. The purpose of a lynching was to execute justice without following the legal system. This form of terrorism was common and many were very, very public affairs. What types of lessons about superiority, power, fairness, equality and race would a White child learn from consistently attending these types of events.

Sub-target 2:

Students will explicate meaning of excerpts from Morrison's *Beloved* and Griffin's *Black Like Me* to evaluate Matthew Ferrence's thesis in *Breaking The Filibuster of Race*:

*Ferrence's argument:*

Page 46 of Ferrence's article states "Exactly as it functions in the Senate, the racial filibuster defeats, through volume, by droning on in a way that rarely addresses the root of racial problems, while at the same time patently refusing to engage that which must be attended."

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Excerpt from Toni Morrison's *Beloved*.

"White people believed that whatever the manners, under every dark skin was a jungle. Swift unnavigable waters, swinging screaming baboons, sleeping snakes, red gums ready for their sweet white blood. In a way . . . they were right. . . . But it wasn't the jungle blacks brought with them to this place. . . . It was the jungle white folks planted in them. And it grew. It spread . . . until it invaded the whites who had made it. . . . Made them bloody, silly, worse than even they wanted to be, so scared were they of the jungle they had made. The screaming baboon lived under their own white skin; the red gums were their own."

*Beloved*

-Toni Morrison

Find a partner, stay purposeful, and answer the following to the best of your ability.

1. Please write all the references to animals.
2. Please write all the excerpts that allude to growing and spreading.
3. According to the excerpt exactly what is spreading?
4. In whom does the root of this jungle reside?
5. Exactly what statements or concepts in this excerpt will leave some people uneasy?

Excerpt from John Howard Griffin's *Black Like Me*

"Once again a "hate stare" drew my attention like a magnet. It came from a middle aged, heavy-set, well dressed white man. He sat a few yards away, fixing his eyes on me. Nothing can describe the withering horror of this. You feel lost, sick at heart before such unmasked hatred, not so much because it threatens you as because it shows humans in such an inhuman light. You see a kind of insanity, something so obscene the very obscenity of it (rather than its threat ) terrifies you. It was so new, I could not take my eyes from the man's face. I felt like saying: What in God's name are you doing to yourself?"

Griffin fears what for himself ...	What is the obscenity Griffin observes?	How would you answer Griffin's final question?

Remember your upcoming essay on history as literature's muse will demand you explore crucial 'blank spaces'. The following question is a preliminary foray into such space.

Enjoy and relish for, unbeknownst to you, your brain thirsts for such delights! ☺

*Written response:*

*Both excerpts ask you to be a thinker more so that a reader. For some of you, these excerpts operate as a hypothetical window -a place where you can 'look out' and see a complex concept you have never considered. For others, the concepts are a hypothetical mirror- you can directly see yourself present in the reality of these concepts. Reread Ferrence's argument at the top of the previous page. Reread and reconsider your responses to the excerpts and explain one specific issue Ferrence feels is not being attended to nor engaged.*

Primary resources include:

*Without Sanctuary* and by Allen and Als

[www.withoutsanctuary.org](http://www.withoutsanctuary.org)

*Bayou* by Jeremy Love

[www.zudacomics.com](http://www.zudacomics.com)

*Breaking the Filibuster of Race* by Matthew Ferrance

*Beloved* by Toni Morrison

*Black Like Me* by John Howard Griffin

Secondary resources:

*Incognegro* by Mat Johnson

Geneva Conventions easy to use guide

[www.genevaconventions.org](http://www.genevaconventions.org)