

Juneteenth Celebration Resources: Grade 9-12

Mentor Text: [Growing Up with Juneteenth](#)

In Class/assigned Viewings

[Infogram](#) on the timeline of Emancipation

[Full article](#) for some quick background information

[Video](#): *Juneteenth: What You Need to Know* (3.5 minutes)

*Also Good for parents!

[Movie Trailer](#): *I Am Not Your Negro* (2 minutes)

***Viewing of the full movie is recommended** (95 minutes, available on Netflix)

[Long Video Essay](#): *Juneteenth:1865-2021* (49 minutes)

[Essay by James Baldwin](#): *My Dungeon Shook: Letter to My Nephew* (3 pages)

[PDF of textbook](#) (for teachers) containing reading comprehension questions, reading strategies, background material, & essay itself

[Audio Version](#), complete with annotations from other readers (can be assigned as a podcast or for students having trouble with reading)

[Digital Archive of African-American Stories and collections](#) (from Library of Congress)

Take-Home Activity Idea 1: Black Music, Past & Present

In recognition of the fact that June is also Black Music Month & Pride month, this could be a good opportunity for students to dig deeper into the concept of intersectionality by doing a project on an intersectional Black identity/history that interests them.

Activity: Pick one song/album by a Black artist and write a critic's review, tying in at least 1-3 different sources on black history or identity (the viewing list above may be a helpful starting point). This review can be as elaborate and as involved as the student pleases, but should address 3+ facets of the chosen piece(s). Some examples can be genre, lyricism, symbolism and themes, artist biography/background, core message(s), cultural or social impact, review of other critic's reviews, etc. Here are [two examples](#) of Kendrick Lamar's work reviewed from two perspectives. Here is [another](#) of *Montero* by Lil Nas X.

[Playlists](#) celebrating Black creators by Spotify. Some of my personal favourites are [Black History Salute](#), [Black, Queer, & Proud](#), [Love Language](#), & [Our Roots](#).

Take-home Activity Idea 2: Finding Narrative through Primary Sources

Go through the Library of Congress's collection [Slaves and the Courts](#) or the [Born in Slavery: Slave Narratives from the Federal Writers' Project](#). Both collections consist of first-hand accounts or documents concerning the difficult and troubling experiences of African and African-American slaves in the American colonies and the United States.

Activity: Choose 2-3 documents (receipts on sale of enslaved people, court documents/records/briefs, photographs, personal accounts/narratives) and analyze & compare and contrast the historical context in which the sources were produced or documented. Be mindful of the time period of the chosen documents when comparing them to one another, as well as historical bias.

Readings/Resources for teachers

[History of Juneteenth](#) (8 pages); Lesson plans available from page 4 onwards
[Short read](#) on Rethinking Emancipation & Its History (9 pages, illustrated)

Readings/Resources for parents

A [bite-sized](#) (but thorough) history on the celebration of Juneteenth for parents

Notes

Students should be encouraged to ask clarifying questions on the enduring importance of Juneteenth and its cultural significance in order to better link their understanding of the past to our present. Below are the National Council for Social Studies (NCSS) Standards for historical learning:

- Enable learners to assess the importance of cultural unity and diversity within and across groups.
- Guide learners in constructing reasoned judgments about specific cultural responses to persistent human issues.

- Help learners apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- Guide learners in the processes of critical historical inquiry to reconstruct and interpret the past.