

Activity 3:

13th Activity

Lesson (5 hours - 10 hours) The amount of time it takes to complete the 13th activity depends on how much of the video you watch.

Objectives

- Students will explain how categories of race were socially constructed as a method of controlling slaves and perpetuating the institution of slavery.
- Students will begin to trace the evolution of racial hierarchy after emancipation.

Resources

- [Link to the slides](#)
 - The file name for the slides is titled, “13th_slides.pdf”. The slides can be utilized to assist students with following along with the instructor. Although we only created slides to represent the first 45 minutes of the 13th, you can still watch the entire film and create slides for the remaining parts of the film that you would like your class to watch.
- Document of note about the 13th titled, “13th Notes”.

Vocabulary

- **13th amendment:** The 13th Amendment to the United States Constitution provides that “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Preparation

Material	Description
Padlet	This is a discussion website, which allows the students to share their ideas anonymously.
Video titled “ 13th ”	Here is a short description of the 13th: “Combining archival footage with testimony from activists and scholars, director Ava DuVernay's examination of the U.S. prison system looks at how the country's history of racial inequality drives the high rate of incarceration in America” (13th).

13th Notes document	This document contains notes about the important sections of the 13th video.
Slides	The slides correspond to different sections of this activity.

Introduction

During the 13th activity, students will watch small video segments of the documentary titled, 13th. In order for students to understand how arrest data can be biased, it is sufficient to watch the first 45 minutes of the 13th. While they are watching the documentary, they are required to discuss three facts from the video, two facts they never knew, and one question for each section of the video (3,2,1 framework). Teachers can use a discussion website, such as Padlet to allow the students to share their ideas anonymously. After students finish typing their responses on Padlet, instruct the students to discuss their answers in small groups for 5 minutes. In order to hear the topics that each group discussed, the instructor should lead a large group discussion for another 5 minutes.

From slavery, to Jim Crow to mass incarceration, these forms of racialized social control reinvented themselves to meet the needs of the dominant social class according to the constraints of each era. Also, we created slides that correspond with each section of the movie. If you choose to watch the first 45 minutes of the 13th, this assignment will take you approximately 5 hours. We suggest that the class watches the first 45 minutes if you are limited on time. The instructions correspond with each slide in the presentation. We encourage you to watch 1 or 2 sections of the 13th a day. There is no need to complete the video in one sitting.

Essential Questions

- How has racism adapted and persisted after Emancipation?
- How does mass incarceration and AI Bias in the United States mirror earlier systems of racist control?
- How can we use data activism to mitigate systemic racism in the United States?

Instructions

- Teachers can choose the video segments from the 13th that are the most relevant to their class. Please see below the different video segments. After students watch each video segment, they can discuss what they learned by using the 3-1 framework. We recommend that you watch at least the first 45 minutes and use the slides to discuss the main ideas of each video segment.

Activity 1 : Students will explain how categories of race were socially constructed as a method of controlling slaves and perpetuating the institution of slavery. Students will begin to trace the evolution of racial hierarchy after emancipation **[5-10 hours]**.

Discuss the objective of Section 1 [30 minutes]

- Discuss the objective of Section 1:
 - The US was in need of free labor. As result, African Americans were labeled as prisoners because prison is free labor, just like slavery is free labor.
 - Start this section of the video with the following timestamps: [slavery\(1619-1865\) to Reconstruction\(1865\) \(0-9:03\)](#).
 - Key Terms: 13th amendment, slavery
- While they are watching the video, have students take notes using the 3,2,1 framework on Padlet:
 - **The 3,2,1 Framework**
 - *three facts from the video*
 - *two facts they never knew*
 - *one question they have after watching the video*
- After students finish typing their 3,2,1 on Padlet, instruct the students to discuss their answers in small groups for 5 minutes. Then, the instructor should lead a large group discussion for another 5 minutes.

Discuss the objective of Section 2 [30 minutes minutes]

- Discuss the objective of Section 2:
 - This section discusses incarceration in the US from 1877-1970.
 - Start this section of the video with the following timestamps: [Jim Crow Laws \(1877-1965\) and Civil Rights movement \(1954-1968\) and the Great Migration \(1910-1970\) \(9:03-14:11\)](#).
 - Key Terms: Jim Crow, Civil Rights Movement, Civil Rights Act, Voting Rights Act, Mass incarceration
- While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.

<p>Discuss the objective of Section 3 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 3: <ul style="list-style-type: none"> ○ This section discusses mass incarceration in the 1970s. ○ Start this section of the video with the following timestamps: Mass incarceration in the 1970s (14:11-27:07). <ul style="list-style-type: none"> ■ Key Terms: War on Crime, War on Drugs, mandatory sentencing, superpredator ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
<p>Discuss the objective of Section 4 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 4: <ul style="list-style-type: none"> ○ This section discusses mass incarceration in the 1980s. ○ Start this section of the video with the following timestamps: Mass incarceration in the 1980s (19:10-27:07). <ul style="list-style-type: none"> ■ Key Terms: War on Drugs, mandatory sentencing ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
<p>Discuss the objective of Section 5 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 5: <ul style="list-style-type: none"> ○ This section discusses the power of the media in relation to mass incarceration. ○ Start this section of the video with the following timestamps: Power of the Media (27:07-33:41 minutes). <ul style="list-style-type: none"> ■ Key Term: superpredator ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.

<p>Discuss the objective of Section 6 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 6: <ul style="list-style-type: none"> ○ This section discusses mass incarceration in the 1990s. ○ Start this section of the video with the following timestamps: Mass incarceration in the 1990s (34:37-43:16) <ul style="list-style-type: none"> ■ Key Terms: “Three Strikes Then You Are Out” Law, Mandatory Minimum sentencing, Truth In Sentencing Law, Omnibus Crime Bill ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
<p>Discuss the objective of Section 7 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 7: <ul style="list-style-type: none"> ○ This section discusses black dissent. ○ Start this section of the video with the following timestamps: Black Dissent (43:16-50:34) <ul style="list-style-type: none"> ■ Key Term: Black Dissent ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
<p>Discuss the objective of Section 8 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 8: <ul style="list-style-type: none"> ○ This section discusses ALEC. ○ Start this section of the video with the following timestamps: ALEC (50:34-57:28) <ul style="list-style-type: none"> ■ Key Term: ALEC (American Legislative Exchange Council) ● While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
<p>Discuss the objective of Section 9 [30 minutes minutes]</p>	<ul style="list-style-type: none"> ● Discuss the objective of Section 9: <ul style="list-style-type: none"> ○ This section discusses the prison industrial complex. ○ Start this section of the video with the following timestamps: Prison Industrial Complex: (1:05:54-1:09:30) <ul style="list-style-type: none"> ■ Key Term: prison industrial complex

	<ul style="list-style-type: none"> • While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
Discuss the objective of Section 10 [30 minutes minutes]	<ul style="list-style-type: none"> • Discuss the objective of Section 10: <ul style="list-style-type: none"> ○ This section discusses a plea bargain. ○ Start this section of the video with the following timestamps: Kalief Browder (1:09:30- 1:17:39) <ul style="list-style-type: none"> ■ Key Term: Plea Bargain • While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
Discuss the objective of Section 11 [30 minutes minutes]	<ul style="list-style-type: none"> • Discuss the objective of Section 11: <ul style="list-style-type: none"> ○ This section discusses the prison system. ○ Start this section of the video with the following timestamps: Prison system (1:17:39-1:28:34) <ul style="list-style-type: none"> ■ Key Term: Systems of oppression • While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.
Discuss the objective of Section 12 [30 minutes minutes]	<ul style="list-style-type: none"> • Discuss the objective of Section 12: <ul style="list-style-type: none"> ○ This section discusses the hope for the US. ○ Start this section of the video with the following timestamps: Vision and Justice (1:28:34-1:40:02) • While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.