



Juneteenth

- Read *General Order No. 3* as a class and ask students to summarize the main message of the order. Invite student volunteers to share their summaries. Then, explain to students that Juneteenth has been called the United States' second Independence Day.
- **Ask:** Why might Juneteenth be considered a second Independence Day? How did this day affect the lives of Black Texans? What does the language of the order suggest?
- Have students read the Connect It: Juneteenth on The Journal.
- **Ask:** Why do you think it took 156 years for Juneteenth to become a federal holiday? How does the federal recognition of Juneteenth represent a turning point in US history?
- Instruct students to write a three-sentence exit ticket answering one of the following questions:
 - What does the federal recognition of Juneteenth mean to you?
 - How might you celebrate and honor the events of Juneteenth?
 - What do you know about Juneteenth that was not presented here?
 - What questions do you still have about Juneteenth?

Approx. Time



- 45 minutes

Success Criteria



- Students will connect Black and African American studies to culture by examining a federal order.

Resources



- <https://www.archives.gov/news/articles/juneteenth-original-document>
- <https://blog.gibbsmi.theducation.com/the-journal/connect-it-juneteenth>

Source



- *Movement: Themes in Black and African American Studies, Second Edition*