

## **Unit on Slavery: The African-American Mosaic**

**Date:** September 22, 2009

**School:** Nauset Middle School

**Name:** Majen Hammond

**Grade Level:** Grade 8

**Estimated Length of Unit:** Through-out the school year

**Major Themes/Concepts:** slavery, north, south, plantation, economics, political, primary and secondary sources, abolitionist, chattel.

### **Unit Overview:**

Part of the 8th grade United States History curriculum and standards is slavery, discrimination and civil rights and how these have been a constant feature in the formation of the nation.

Slavery itself was a reality of American life for nearly 250 years, with major implications for the country's social, economic, and political development.

The purpose of this unit is to illustrate the impact that slavery has played in the context of the formation of the nation.

The focus is to have the students understand this time period in American history and how it has shaped the world we live in now.

Various topics will be addressed and assigned throughout the year as the students are studying American history from the Revolutionary period to the Reconstruction period after the American Civil War.

The assignments will vary and have a variety of teaching and learning skills.

### **Essential Questions for Unit:**

- How did enslaved people exercise agency in their lives?
- How did the system of slavery change over time in America?
- How was the American system of slavery different in different times and places?
- How has American slavery shaped the formation of the nation today?
- Explain the use of primary and secondary sources in understanding slavery.
- What were the effects of the slave industry on the different people involved? (capturers, shippers, slaves, slave owners, non-slave owners, etc.)
- What influences American history?
- What makes a person a good leader?

## **Unit Objectives:**

**As a result of this unit, students will be able to:**

- To develop the capacity of young people in decision making and action learning around issues of global significance as it relates to the culture in which students from various parts of the world interact with each other.
- To understand and distinguish between primary and secondary sources
- To use a variety of primary sources to clarify, elaborate, and understand a historical period
- To understand the role that slavery played in early American history and examines its effect through the use of primary and secondary sources.

## **Lessons Within the Unit:**

1. Digital Storytelling Lesson: Using PhotoStory to narrate the life of a slave
2. Slave Auction Lesson
3. Economic factors in Slavery: The Cotton Gin
4. Slavery as an Economic Cause of the Civil War
5. Primary Source Lesson
6. Press Conference Lesson

## **Standards Addressed**

### **Massachusetts History and Social Science Frameworks Grade 8:**

\* **USI.23** Analyze the rising levels of political participation and the expansion of the suffrage in antebellum America.

\* **USI.29** Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

\* **USI.31** Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- a. Harriet Tubman
- b. Frederick Douglass
- c. Theodore Weld
- d. William Lloyd Garrison  
Sojourner Truth

\* **USI.35** Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)

\* **USI.38** Analyze Abraham Lincoln's presidency, his views on slavery, and the political obstacles he encountered. (H, C)

- a. The Emancipation Proclamation (1863)

\* **CS:** Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

\* **CS:** Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)

\* **CS:** Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)

\* **CS:** Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)

### **Connections to English Language Arts Grades 7-8:**

#### **Composition, Standards 19 and 24: Writing and Research**

- Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
- Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- Write multi-paragraph compositions that have clear topic development, logical organizations, effective use of detail, and variety in sentence structure.
- Apply steps for obtaining and evaluating information and presenting research, including differentiating between primary and secondary sources; differentiating between using paraphrasing and direct quotations; documenting information in a consistent format; and using a standard bibliographic format.

### **Grade 6-8 Massachusetts Technology Frameworks:**

**6-8:1.13:** I can operate a scanner, a digital camera, and/or a camcorder.

**6-8:1.61:** I can create a multimedia presentation using audio, video, and animations.

**6-8:3.12:** I can locate, organize, and analyze digital information and cite my sources.

**6-8:3.21:** I can use a digital graphic organizer, like Inspiration, to define a problem and outline my solution steps.

**6-8:3.23:** I can outline the questioning, research, & presentation processes for tech-enhanced projects.

**6-8:3.31:** I can plan, design, and develop a multimedia project to effectively present research findings and creative ideas.

### **Years: 1600 to 1870**

#### **Possible Topics within the Unit:**

Connecting African Cultures to Slave Cultures in the United States

West African Slave Ports---Slave map ports and the Transatlantic slave trade map etc

Middle Passage

The Constitution and Slavery

The Slave Auction  
Slavery and Sugar/Tobacco/Cotton  
The Southern Plantation –interactive house and slave quarters  
Writing a Slave’s Diary to Show Understanding of Slave Culture  
Using Digital Storytelling to represent themes of slavery  
The Underground Railroad  
American Slave Narratives  
Abolition Movement  
Primary and Secondary Sources  
Before, During and After the Emancipation Proclamation: A Slave’s View

**Learning Environment:**

Group and individual projects, classwork, and homework

**Materials/ Resources (Includes handouts, reading assignments, Internet links, etc.):**

See individual lessons for handouts, worksheets, etc

**Summary/Conclusion/ Assessment Activities:**

Formative and summative assessments  
Rubrics

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**Lesson One**

**Lesson: Digital Story**

**Author:** Majen Hammond

**Level:** Grade 8

**Estimated Length of Time:** 5- 6 periods (55 minutes each)

**Learning Objectives:**

**Content:**

As a result of this lesson, students will be able to:

- Understand the life of a slave or an abolitionist in early America
- Explain to others how it was like to be a slave or an abolitionist.
- Create various forms of written work to demonstrate an understanding of history and social studies issues.
- Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation

**Skills:**

As a result of this lesson, students will be able to:

- Research a historical event in American history.
- Collaborate to write a digital story based on the historical event.
- Plan, design, create, and execute a digital story using PhotoStory.
- Present the digital story to the class.

**Goal:** The video should demonstrate students' knowledge and understanding of a historical event based on reading and research. The script should demonstrate a strong idea, organization, appropriate word choice, and accurate conventions. Students will use digital video cameras, a movie program, computers, a projector and screen in order to complete this project.

**Standards Addressed:**

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**Massachusetts History and Social Science Frameworks Grade 8:**

\* **USI.29** Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

\* **USI.31** Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

- Harriet Tubman
- Frederick Douglass
- Theodore Weld
- William Lloyd Garrison
- Sojourner Truth

\* **CS:** Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

**Background Knowledge:** Students create a digital story using the program PhotoStory on the topic of slavery in American history. They will imagine that being a slave. This could be a slave that is being brought over on the Middle Passage, a slave being sold at a slave auction, a slave working on the plantation, a slave escaping on the Underground Railroad, etc.

They could also take on the role on being a famous abolitionist such as Harriet Tubman, Frederick Douglass, Theodore Weld, William Lloyd Garrison, or Sojourner Truth.

**Essential Question:**

What influences American history?

What makes a person a good leader?

**Introduction (Anticipatory Set):**

Show students an exemplar to illustrate the use of a narrative in explaining a historical topic or period of time.

**Teacher Tube:**

[http://teachertube.com/members/viewVideo.php?video\\_id=89589&title=I\\_Remember](http://teachertube.com/members/viewVideo.php?video_id=89589&title=I_Remember)

**Learning Activities (Procedure):**

A. Students will use Inspiration to create a graphic organizer of their story. They will then create a storyboard of their project and use it as a guide to create the formative assessment consisting of a digital story using Photo Story 3.

1. Students will use Inspiration to brainstorm the sections of what information they want to cover on their project.
2. Students will change their Inspiration graphic organizer into an outline.
3. Each student will create a folder on the network to store all photos and sound files.
4. Students will create a Word document to save information and website addresses for the content of their story.
5. Students will select their sounds, images, and content and organize them in a storyboard created as a table in Word. Students will follow fair use guidelines. Resource for fair use guidelines:
6. Students will record and save their individual narrations based upon the point of view of their presentation.
7. Students will create a proper citation for each source
8. All information will be imported and arranged in Photo Story 3.
9. Students will show their project to peers using the attached rubric for feedback.
10. Students will edit their project using the feedback provided.

Resource for creating citations:

<http://citationmachine.net/index.php?source=14>

**Teaching Methods:**

1. Group work
2. Individual classwork
3. Teacher directed activities
4. Think/pair/share
5. Writing assignments
6. Group work
7. Videos
8. Homework

**Material Needed:**

1. Link for downloading Photo Story 3:  
<http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>
2. Resource for Digital Storytelling at <http://www.coe.uh.edu/digital-storytelling/>
3. Teacher will review the concept of oral tradition as a method used for centuries for telling stories.
4. Teacher will introduce the concept of digital storytelling.
5. Teacher will show exemplars to the class.

**Examples:**

<http://www.coe.uh.edu/digital-storytelling/examples.htm>

**Assessment:**

Rubric

**Sample Story Posted on TeacherTube:**

[http://teachertube.com/members/viewVideo.php?video\\_id=89589&title=I\\_Remember](http://teachertube.com/members/viewVideo.php?video_id=89589&title=I_Remember)

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**Author:** Majen Hammond

**Level:** Grade 8

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### **Essential Question:**

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**Assessment:**

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## **Lesson: Primary Sources: Slavery in the United States, 1790-1865**

**Author:** Majen Hammond

**Grade Level:** Grade 8

**Time Frame:** 2-3 (55 minute) periods

### **Overview:**

This lesson focuses on slavery in the United States before the Civil War. The skills that will be identified and examined will be primary and secondary sources. People in the past left many clues about how they lived. These clues include documents, books, personal papers, government documents, records, oral accounts, diaries, maps, photographs, coins and more. These clues are referred to as primary and secondary sources. Historians refer to all of these clues as the historical record.

### **Objectives:**

#### **Content:**

**As a result of this lesson, students will be able to:**

1. To understand the definition of primary and secondary sources.
2. To distinguish between primary and second sources
3. To understand the rules and questions to use when evaluating primary sources
4. To assess the credibility of primary sources
5. To use a variety of primary sources to clarify, elaborate, and understand a historical period
6. To understand the role that slavery played in early American history and examines its effect through the use of primary and secondary sources.

#### **Skills:**

**As a result of this lesson, students will be able to:**

Locate information using primary and secondary sources on a specific time period relating to slavery in America.

### **Standards Addressed:**

#### **Massachusetts History and Social Science Frameworks:**

- **USI.29** Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
- **CS:** Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

### **Connections to English Language Arts Grades 7- 8:**

#### **Composition, Standards 19 and 24: Writing and Research**

- Apply steps for obtaining and evaluating information and presenting research, including differentiating between primary and secondary sources; differentiating between using

paraphrasing and direct quotations; documenting information in a consistent format; and using a standard bibliographic format.

**Materials and Preparation:**

Each student will have the following worksheets/handouts:

**Homework Activity:**

- What are Primary Sources?
- Mindwalk Activity

**Classwork Activity:**

- Analysis of Primary Sources
- Questions for Analyzing Primary Sources
- Types of Primary Sources
- Primary Sources Set: Slavery in the United States, 1790-1865

**Assessment:**

Have students select a document from *Primary Source Set: Slavery in the United States*. They will analyze the document using the rules and questions provided in the *Analysis of Primary Sources*.

**Extension:**

Have students research and gather a set of primary source documents on slavery before the Civil War.

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**Section 1: What are Primary Sources?**

**Students will understand the definition of primary sources.**

1. Students will complete the following assignment as a homework activity. They will be prepared to discuss questions in class based on the use of primary sources after completing the homework activity.
2. Each student will have *What Are Primary Sources?* and the *Mindwalk Activity*.
3. In class, give the students the worksheet *What Are Primary Sources?* and discuss differences between primary and secondary sources.
4. Then give students the *Mindwalk Activity* and have them bring in their responses the following period/day.
5. At the next class have students discuss primary sources using the following questions. Also have them hand in their homework.

**Questions:**

1. What are the strengths and weaknesses of primary sources?
2. How can a historian use primary sources to draw conclusions?

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## **Section 2: Analysis of Primary Sources**

**Students will understand the rules and questions to use when evaluating primary sources.**

1. After students have read *What are Primary Sources?* and have completed the Mindwalk Activity, have them read *Analysis of Primary Sources*.
2. Discuss the *Time and Place Rule* and the *Bias Rule* associated with primary sources.
3. Give each student the worksheet: *Questions for Analyzing Primary Sources*.
4. Explain to students that they will use these questions using historical documents in the next section of the lesson.

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## **Section 3: Types of Primary Sources**

**Students learn about different types of primary sources and analyze documents.**

1. As an introduction to the activity, students will read in class the following: *Types of Primary Sources*.
2. Students will then get into groups of 2-3 students.
3. Give each student group two documents from the Primary Source Set: Slavery in the United States. The students should have two different kinds of primary sources to allow for comparison.
4. Allow each group 30 – 40 minutes to analyze the two documents using *Questions for Analyzing Primary Sources*.

### **Discussion:**

Students will discuss their primary source analysis with the entire class and compare/contrast analysis results.

1. Have student groups summarize their analysis of a primary source document for the class. Ask them to comment on the credibility of the source.
2. Conclude lesson with a general discussion of the following questions:
  - What was slavery like for African-Americans in the period before the Civil War?
  - Was any document completely believable? Completely unbelievable? Why or why not?
  - What information about slavery did the document provide?
  - How did looking at different documents help in your understanding of slavery?

**Section 1A:****Homework Activity: Student Worksheet: What are Primary and Secondary Sources?****Task:**

**Read the following on primary and secondary sources. Then complete the Mindwalk Activity.**

Historians use a wide variety of sources to answer questions about the past. These sources can be primary as well as secondary sources. Primary sources are actual records that have survived from the past such as letters, photographs, articles of clothing, coins, etc. Secondary sources are accounts of the past created by people writing about events after they happened.

The history book that you use is an example of a secondary source. Someone wrote the textbook after the events took place. The textbook may include some primary sources, such as direct quotes from people living in the past or excerpts from historical documents.

People leave many clues behind about their lives. These clues can be primary or secondary sources. Historians refer to the clues left behind as the historical record. The historical record is huge. Yet, it gives us only a glimpse of the past. Most of what happened in the past was never documented. Many sources about the past have been lost or destroyed.

How can the historical record be both huge and limited? What kind of historical records do you leave behind in your daily life?

**Mindwalk Activity:****How can the historical record be both huge and limited?**

To find out the limitations of the historical record, do the following activity:

1. Think about (mindwalk) all the activities all of the activities that you have been involved in during the past 24 hours. List some of them.
2. For each activity on your list, write down what evidence (if any) that your activity might have left behind.
3. Review your list and the evidence that you wrote down. Then answer these questions:
  - Which of your activities do you think left behind the most evidence?
  - What, if any, of that evidence might be preserved for the future? Why?
  - What might a historian be able to tell about your life?
4. Now think of a public event that is happening (a court case, election, law being debated etc.).
  - What kinds of evidence might this event leave behind?
  - Who records information about this event?
  - For what purpose are different records of this event made?
5. Based on this activity, write one sentence that describes how the historical record can be huge and limited at the same time.

**Section 2A: Classwork Activity:****Student Worksheet: Analysis of Primary Sources**

Some primary sources may be judged more reliable than others. Historians follow a few rules to help them analyze primary sources.

1. Read the rules.
2. Use these rules when you are analyzing primary documents.

**Time and Place Rule**

This rule says that the closer in time and place a source and its creator were to an event in the past, the better the primary source will be.

**Bias Rule**

This rule says that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or what the creator wants us to know.

**Task:**

1. Examine each of the documents that your group has been given.
2. Answer these questions to help you judge the quality of each one.

**Questions:**

1. Who created the source and why?
2. Did the recorder have first hand knowledge of the event?
3. Was the recorder a neutral party, or did the creator have opinions or interests that might have influenced what was being recorded?
4. Did the recorder produce the source for personal use, or for a larger audience?
5. Was the information recorded during the event, or after the event?

### Section 3A: Student Worksheet:

#### Types of Primary Sources

There are many different types of primary sources. Different primary sources were created for different reasons.

#### Task:

1. Read the types of primary sources listed below.
2. You and a partner will be assigned several primary sources to analyze. These primary sources “ *Primary Source Set: Slavery in the United States, 1790-1865,*” relates to slavery in the United States before the Civil War.
3. Analyze the primary source documents that you and your partner have been assigned. Make judgments about the quality and reliability of the different sources you study.
4. Answer the *Questions for Analyzing Primary Sources* as you examine these sources.
5. Be prepared to discuss your results with the class.

**Published Documents**—include books, magazines, newspapers, government documents, advertisements, maps, pamphlets, posters, laws and court decisions.

**Unpublished Documents** – include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards as well as business documents.

**Oral Traditions/Oral Histories** – are spoken words that make up oral traditions.

**Visual Documents and Artifacts** – include photographs, films, paintings, art etc.

#### Questions for Analyzing Primary Sources

1. Who created the source and why?
2. Did the recorder have first-hand knowledge of the event? Or, did the recorder report what others saw and heard?
3. Did the recorder have opinions or interests that might have influenced what was recorded? Or was the recorder a neutral party?
4. Was the source meant to be public or private?
5. Did the recorder want to inform or did he want to persuade others to do something?
6. Was the information recorded during the event, immediately after the event, or after some lapse of time? If so, how long after?

Include a set of images, posters, photographs and other primary sources.

Examples can be found on the Internet at the Library of Congress.

<http://www.loc.gov/library/libarch-digital.html>



## **Lesson: Slavery as an Economic Cause of the Civil War**

**Author:** Majen Hammond

**Time Period:** 1 Class period (55 minutes)

**Grade Level:** Grade 8

**Type of Assignment:** Homework

### **Standards Addressed:**

\* **CS:** Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)

\* **CS:** Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)

\* **CS:** Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)

### **Overview:**

Slavery was one of the main economic causes of the American Civil War. Slaves were a major economic investment on the part of plantation owners. To declare the slaves free, would result in economic hardship for the planter.

The monetary value of slaves varied both in time and place. Certain criteria were used in determining slave worth. Age, physical health, training or skills, and adaptation to plantation life were all factors in determining a slave's value.

### **Objectives:**

As a result of this lesson, students will be able to:

1. Interpret a chart showing slave inventory for James Coles Bruce's sugar plantation in Louisiana immediately before the Civil war. Bruce was one of the largest slave owners in the South.
2. Based upon their interpretation of the chart, students will draw inferences on how slaves were valued.

### **Procedures:**

1. Write the word "chattel" on the board and ask what it means.
2. Hand out " *A Partial Inventory of the Values of Slaves on James Coles Bruce's Louisiana Plantation, 1860*".
3. Examine as a class the types of slaves and discuss how they were given a value.
4. Homework: Have the students transfer the information to the graph.
5. Have students use their completed charts to answer questions.
6. Discuss answers.

**Summative:**

Have students hand in their work to be graded.

**Enrichment/Extension:**

Non-slave African Americans lived in the North and the South prior to the Civil War. Research how free people of color were treated in the pre-Civil war era. Compare thier lives to life under slavery. Write an essay on your findings and share with class.

Name\_\_\_\_\_ Color\_\_\_\_\_

### Slavery as an Economic Cause of the Civil War

- A. Use the information below and the chart showing a slave inventory for James Coles Bruce's sugar plantation in Louisiana immediately before the Civil War.
- B. After you have answered the questions, use the information on the chart (Handout 60 ,page 1) to complete the graph (Handout 60, page 2).
- C. Answer the questions in complete sentences.

1. Which slaves were of the most value? Why?
  
2. Which slaves were of the least value? Why?
  
3. Why were women slaves of less value than men?
  
4. Why might some slaves, even though they were troublesome or runaways, still be of high value?
  
5. Which age group of slaves seemed to be of highest value why?
  
6. List at least three factors which could be used to determine slave value?
  
  
7. Why would slaves be an important economic investment for the plantation owner?

8. How would freeing the slaves affect the economic standard of the plantation owner?

## Lesson Plan

**Author:** Majen Hammond

**Title of Lesson Plan:** Leaders of the Civil Rights Movement and the Apartheid Movement

**Grade Level :** Grade 8 Advanced Class

**Major Themes/Concepts:** Civil Rights Movement, Anti-Apartheid Movement, rights

### **Lesson Objectives:**

#### **Content:**

As a result of this lesson, students will be able to:

- Conduct research on the leaders of the Civil Rights Movement in the United States and the Anti-Apartheid Movement in South Africa.
- Prepare for and conduct a press conference involving leaders of Civil Rights Movement in the United States and the Anti-Apartheid Movement in South Africa.
- Evaluate the similarities and differences between the methods used by and the outcomes of both movements.

#### **Skills:**

As a result of this lesson, students will be able to:

- Research, locate information, write a report and present findings .

### **Standards Addressed:**

#### **Massachusetts History and Social Science Frameworks Grade 8:**

\* **USI.23** Analyze the rising levels of political participation and the expansion of the suffrage in antebellum America.

### **Connections to English Language Arts Grades 7-8:**

#### **Composition, Standards 19 and 24: Writing and Research**

- Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.
- Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.
- Write multi-paragraph compositions that have clear topic development, logical organizations, effective use of detail, and variety in sentence structure.

#### **Grade 6-8 Massachusetts Technology Frameworks:**

- **6-8:3.23:** I can outline the questioning, research, & presentation processes for tech-enhanced projects.

### **Introduction/Anticipatory Set:**

Have students create a list of words that come to mind when they think of the Civil rights Movement in the United States. Create a list of these words on the board. If the word “apartheid” is not mentioned go ahead and write it on the board too. Ask students if the word is familiar to them and if so, what country do they associate it with. Explain to students that apartheid literally means “apart” and usually is used when talking about separating races, especially in South Africa. Ask students if there has been an anti-apartheid

movement in the United States. Suggest to students that the Civil Rights Movement in the U.S. could be considered an anti-apartheid movement.

**Material/Resources (Includes handouts, reading assignment, Internet links, etc):**

Anti-Apartheid Movement sites:

[www.anc.org.za/ancdocs/history/aam/symposium.html](http://www.anc.org.za/ancdocs/history/aam/symposium.html)

[www.bodley.ox.ac.uk/dept/rhl/aam/aam.html](http://www.bodley.ox.ac.uk/dept/rhl/aam/aam.html)

<http://www.npr.org/news/specials/mandela/>

Civil Rights Movement sites:

<http://www.infoplease.com/spot/civilrightstimeline1.html>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>

<http://www.cnn.com/EVENTS/1997/mlk/links.html#1>

**The Process/Procedures of Instruction:**

Divide the class into two groups. Assign one group to research the Civil Rights Movement in the United States. Assign the other group to research the Anti-Apartheid Movement in South Africa. Have both groups look for the same general information. Have the students use the following questions as a guide:

1. What were the goals of this movement?
2. Who were some of the major leaders in this movement?
3. What methods did the leaders of this movement use to bring attention to their cause (i.e. violence, speeches, petitions, marches, etc.)
4. How did the people in power respond to the movement?
5. What were some of the major events of this movement?
6. What was the outcome of this movement?
7. What are conditions like in the country today?

Once students have researched the answers to these questions explain to students that they will be holding a press conference. Each group needs to pick two or three people to play the roles of the major leaders of each movement. The other students in each group will play the role of reporters at the press conference. Each group will need to formulate questions that can be addressed to the leaders of both movements. The “reporters” must submit their questions to the “leaders” of both movements ahead of time to ensure that all involved will be prepared at the press conference. The goal of the press conference is to demonstrate the similarities and differences between the two movements.

**Learning Advice (Suggestions for teaching the lesson):**

Teach the students the procedures followed at a press conference. It might be helpful to show a short clip of a news conference involving more than one speaker. A good source for short clips is <http://www.c-span.org/>.

**Summary/Conclusion/ Assessment Activities:**

After the students have held their press conference ask them to write a one to two page paper comparing the similarities and differences between the two movements. Ask students to make recommendations as to what the leaders of the two movements could have learned from each other or have done differently to be more effective.

**Comparative Element:**

Comparing the Civil Rights Movement in the United States and the Anti-Apartheid Movement in South Africa.

**Bibliography:**

**Internet:**

Action For South Africa, *The Anti-Apartheid Movement, a 40-Year Perspective*, <[www.anc.org.za/ancdocs/history/aam/symposium.html](http://www.anc.org.za/ancdocs/history/aam/symposium.html)> (August 13, 2004).

Bodleian Library, Oxford University, *Catalogue of the archive of the Anti-Apartheid Movement, 1956-98*, <[www.bodley.ox.ac.uk/dept/rhl/aam/aam.html](http://www.bodley.ox.ac.uk/dept/rhl/aam/aam.html)> (August 13, 2004).

National Public Radio, South Africa: 10 Years Later, <<http://www.npr.org/news/specials/mandela/>> (August 13, 2004).

Infoplease, Milestones in the Modern Civil Rights Movement, <<http://www.infoplease.com/spot/civilrightstimeline1.html>> (August 13, 2004).

The Library of Congress, American Memory Collection, *The Civil Rights Era*, <<http://memory.loc.gov/ammem/aohtml/exhibit/aopart9.html>> (August 13, 2004).

CNN Interactive, *The Civil Rights Movement*, <<http://www.cnn.com/EVENTS/1997/mlk/links.html#1>> (August 13, 2004).

## **Lesson: Slave Auction: What was a Slave Auction Like?**

**Author:** Majen Hammond

**Grade level:** Grade 8

**Length of Time:** 5-6 Class periods (55 Minutes each)

### **Objectives:**

**As a result of this lesson, students will be able to:**

#### **Content:**

1. Students will be able to extract emotions of people involved in the slave trade from primary sources.
2. Students will be able to define terminology from the time period.
3. Students will be able to use economic concepts in the slave trade activity
4. Students will be able to recognize the effects of slavery on multiple people.
5. Students will be able to recognize why slavery was one of the reasons that led to the Civil War.

### **Skills:**

**As a result of this lesson, students will be able to:**

1. Write and justify a personal interpretation of a literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.

### **Standards Addressed**

#### **Massachusetts History and Social Science Frameworks:**

**USI.35** Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century. (H)

\* **CS:** Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.

\* **CS:** Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)

**Background Knowledge:**

By completing this lesson on the slave trade, students will gain a better understanding of the slave trade operation, which will help them understand one of the reasons that led to the U.S. Civil War.

**Essential Question:**

1. What was a slave auction like?
2. How do you think the slaves felt?
3. How do you think the slave purchasers felt?
4. How do you think other bystanders felt?
5. What were the effects of the slave industry on the different people involved? (capturers, shippers, slaves, slave owners, non-slave owners, etc.)

**Introduction/Anticipatory Set:**

Students will view the following picture on an overhead transparency. The students are to examine all the details and come up with what the picture is telling them.

After students have been given adequate time to view the picture, go over all the details of the picture with them that they might have missed.



### Process/Procedures of Instruction:

Read the following primary source as a class, showing the students what one perspective on the slave auction experience. (focus on the words in bold throughout the reading, these are the main points of the passage)

In 1806, a year before the United States and Britain outlawed the African slave trade, George Pickard, an English physician, **witnessed the sale of a newly arrived boatload of enslaved Africans** in the West Indies. *To the white settlers*, he wrote, *"it seemed a day of feasting and hilarity*, but **to the poor Africans it was a period of heavy grief and affliction; for they were to be sold as**

**beasts of burden torn from each other and widely dispersed.**" The terrors of the Middle Passage were followed by another series of shocks. The "unpitied sable beings" were put on public auction. The purchasers, observed Pickard, **"handled and inspected them, with as little concern as if they had been examining cattle."** **"They turned them about, felt them, viewed their shapes and limbs, and looked into their mouths, made them jump and throw out their arms, and subjected them to all the means of trial as if dealing for a horse or other brute animal."** Family ties were often disregarded by the purchasers. One slave, Pickard wrote, told to stand up, refused, and "sunk his chin upon his breast and hung his head." He pointed to an African woman, "held up two fingers to the auctioneer, and implored the multitude in anxious suppliant gestures....which seemed to say 'Let us be sold together.'"

After finishing the reading, have the students answer the following questions, either as a class or individually.

Discussion Questions:

1. What did the author compare the slave auction to?
2. Do you think the author for or against slavery? (support your answer)
3. What is happening in the last two sentences?

### **Slave Auction Vocabulary**

Vocabulary: Describe, in your own words, what you think the following phrases from the reading mean. (go back and read the phrase in context to get a better idea of the meaning)

“feasting and hilarity” –

“grief and affliction” –

“beasts of burden” –

“widely dispersed” –

“unpitied sable beings” –

“implored the multitude” –

“anxious suppliant gestures” –

### **Assessment:**

After completing this lesson, the students will be asked to create a journal. They will need to put themselves in the shoes of one of the following people involved in the slave trade: a slave being sold on auction, a slave owner, or a bystander that witnessed the auction – (where are you from, what was the journey like, what did you know about where you were going, what are you feeling, etc.)

The requirements are:

- ↪ a cover for their journals with title, name, date
- ↪ must include at least 5, 1 paragraph entries
- ↪ 3 illustrations of what you might have seen (live on the slave ship, people, feelings, the auction atmosphere, etc.)
- ↪ 10 historical facts included in the 1 paragraph entries - (dates, people, places, examples from the primary source, examples from the activity)

This assignment is worth 75 points –

- ↪ 10 points for each entry = 50
- ↪ Cover and 3 Illustrations = 15
- ↪ 10 historical facts = 10

**Assessment:**

<b><u>Cover and illustrations</u></b> <b>(15 points)</b>	No cover, no illustrations. 0 points	Little information on the cover, 1 illustration. 5Points	Some information on the cover. 2 illustrations. 10 Points	All required information on the cover. 3 illustrations. 15 Points
<b><u>Journal Entries</u></b> <b>(50 points)</b>	1-2 Journal entries at least one paragraph long. 12 points	2-3 Journal entries of one paragraph each. 24 points	3-4 Journal entries one paragraph in length. 37 Points	5 + Journal entries one paragraph in length. 50 Points
<b><u>10 historical facts used within the journal entries</u></b> <b>(10 points)</b>	0-2 historical facts used within entries journal  (0-1 pts)	3-5 historical facts used within journal entries  (2-4 pts)	6-8 historical facts used within journal entries (6-8 points)	9-10+ historical facts used within journal entries . (9-10)

**Closure:** Students will be asked to write at least one paragraph on what they feel were the effects of a slave auction on the blacks being sold. Students are to either hand in their paragraph before they leave, or have it completed in their notebooks by next class.

**Extension Activities for differentiation:** Students can complete an interactive Underground Railroad escape at:  
<http://www.nationalgeographic.com/railroad/index.html>

**Bibliography:**

Internet (list title as well as address):

“The Slave Auction” - [www.sonofthesouth.net/.../july/slave-auction.htm](http://www.sonofthesouth.net/.../july/slave-auction.htm)

Digital History – “African American Voices” [http://www.digitalhistory.uh.edu/black\\_voices/voices\\_display.cfm?id=39](http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=39)

**Technology Links:**

Slave Auction Image. August 2009.

<http://www.sonofthesouth.net/leefoundation/civil-war/1861/july/slave-auction.jpg>

Primary Sources (include source title and Internet address): [http://www.digitalhistory.uh.edu/black\\_voices/voices\\_display.cfm?id=39](http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=39)

<http://www.sonofthesouth.net/leefoundation/civil-war/1861/july/slave-auction.jpg>

**Technology:** Overhead Projector



Name \_\_\_\_\_

Class \_\_\_\_\_

### Student Worksheet

In 1806, a year before the United States and Britain outlawed the African slave trade, George Pickard, an English physician, **witnessed the sale of a newly arrived boatload of enslaved Africans** in the West Indies. *To the white settlers*, he wrote, *"it seemed a day of feasting and hilarity*, but **to the poor Africans it was a period of heavy grief and affliction; for they were to be sold as beasts of burden torn from each other and widely dispersed."** The terrors of the Middle Passage were followed by another series of shocks. The "unpitied sable beings" were put on public auction. The purchasers, observed Pickard, **"handled and inspected them, with as little concern as if they had been examining cattle."** **"They turned them about, felt them, viewed their shapes and limbs, and looked into their mouths, made them jump and throw out their arms, and subjected them to all the means of trial as if dealing for a horse or other brute animal."** Family ties were often disregarded by the purchasers. One slave, Pickard wrote, told to stand up, refused, and "sunk his chin upon his breast and hung his head." He pointed to an African woman, "held up two fingers to the auctioneer, and implored the multitude in anxious suppliant gestures....which seemed to say 'Let us be sold together.'"

After finishing the reading, answer the following questions:

1. What did the author compare the slave auction to?
2. Do you think the author for or against slavery? (support your answer)
3. What is happening in the last two sentences?

### **Slave Auction Vocabulary**

Vocabulary: Describe, in your own words, what you think the following phrases from the reading mean. (go back and read the phrase in context to get a better idea of the meaning)

“feasting and hilarity” –

“grief and affliction” –

“beasts of burden” –

“widely dispersed” –

“unpitied sable beings” –

“implored the multitude” –

**Anticipatory/Introduction:**

Look at this picture? What is the picture telling you about slavery?



Name \_\_\_\_\_ Class \_\_\_\_\_

## Journal Assignment

### Task:

#### Create a journal.

You will need to put yourself in the shoes of **one** of the following people involved in the slave trade:

- a slave being sold on auction
- a slave owner
- a bystander that witnessed the auction

#### Include in the journal the following items:

- Where are you from?
- What was your journey like?
- What did you know about the place you were going to?
- What difficulties do you think you will experience as your travel?
- What are you feeling?
- What will you do when you get to the destination?

#### The requirements are:

- A cover with title, name, date
- The journal must include at least 5 entries that are each 1 paragraph long
- It must have at least 3 illustrations of what you might have seen (live on the slave ship, people, feelings, the auction atmosphere, etc.)

- It must have 10 historical facts included in the 1 paragraph entries - (dates, people, places, examples from the primary source, examples from the activity)

**This assignment is worth 75 points –**

- 10 points for each entry = 50
- Cover and 3 Illustrations = 15
- 10 historical facts = 10

Name \_\_\_\_\_ Class \_\_\_\_\_

**Assessment for Journal**

<p><b><u>Cover and illustrations</u></b>  (15 points)</p>	<p>No cover, no illustrations.  0 points</p>	<p>Little information on the cover, 1 illustration.  5 Points</p>	<p>Some information on the cover. 2 illustrations.  10 Points</p>	<p>All required information on the cover. 3 illustrations.  15 Points</p>
<p><b><u>Journal Entries</u></b>  (50 points)</p>	<p>1-2 Journal entries at least one paragraph long.  12 points</p>	<p>2-3 Journal entries of one paragraph each.  24 points</p>	<p>3-4 Journal entries one paragraph in length.  37 Points</p>	<p>5 + Journal entries one paragraph in length.  50 Points</p>
<p><b><u>10 historical facts used within the journal entries</u></b>  (10 points)</p>	<p>0-2 historical facts used within entries journal  (0-1 pts)</p>	<p>3-5 historical facts used within journal entries  (2-4 pts)</p>	<p>6-8 historical facts used within journal entries  (6-8 points)</p>	<p>9-10+ historical facts used within journal entries .  (9-10)</p>
<p><b>Total</b></p>				

**Comments:**

## **Lesson: Economic Factors in Slavery: The Cotton Gin**

**Author:** Majen Hammond

**Time Period:** 1 class period (55 minutes)

**Grade Level:** Grade 8

### **Overview:**

In this lesson, students will explore why many Southern planters and farmers chose to grow cotton. They will calculate increases in productivity resulting from the cotton gin and learn how they increased the profits and prosperity of cotton growers and made cotton king. The success of southern cotton plantations in the southeastern states encouraged people to buy land and establish plantations westward to Texas. This expansion in cotton production increased demand for labor. Since nearly all of the labor was done on plantations by slaves, the spread of cotton plantations increased the demand for slaves.

### **Objectives:**

#### **Content:**

As a result of this lesson, students will be able to:

- Understand how the cotton gin increased worker productivity. With the increase in the demand for cotton, a worker could clean 50 times more cotton per day with the use of the cotton gin.
- Explain why increases in productivity increased profits for growers.
- Explain why higher profits for cotton growers encouraged more planters and farmers to grow cotton.
- Use a graph to understand the correlation between the increase in cotton production and the increase in the number of slaves in the U.S.

### **Standards Addressed:**

**CE9:** Describe the characteristics of the United States economy, including profit.

**US1:** Demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and steam locomotive, on life in America.

**US1:** Demonstrate knowledge of the issues that divided our nation and led to the Civil War by identifying the events and differences between northern and southern states and led to secession and war.

### **Materials Needed:**

Activity Sheet: *The Southern Planter*

**Procedure:**

1. Tell students that they will be travelling back in time to a Southern plantation in the early 1800's. They will be learning why planters choose to grow cotton.
2. Discuss the geographic and climate resources the planters had ---large farms, moderate climate, good soil for tobacco and cotton. Both are very labor-intensive. That is that they required a lot of work that cannot be done by machines. Initially, the work was done by indentured servants. This was replaced by slave labor. Cotton is considered king. It is the largest crop and is the country's most valuable export. It is shipped to both the New England states and England where mills convert it to fabric.
3. Class Discussion:  
Ask students the following questions:
  - What is the problem with the short staple cotton? (it has so many seeds that it is difficult to clean).
  - Why don't farmers in the South, away from the coast, grow the long staple cotton with fewer seeds? ( It will not grow in that climate)
  - What is Eli Whitney's incentive for inventing a machine to remove the cotton seeds? ( He hopes to make money on the invention)..
  - How did the cotton in affect the productivity of workers? ( Prior to the cotton gin, one worker could clean one pound of cotton per day. With the cotton gin, the worker could clean 50 pounds per day).
4. Review or define the term profit as the money left over for the owner after all costs of production have been paid.
5. Give students Activity Sheet: *The Southern Planter*. Have them complete the sheet. Go over the answers.
6. Discuss:
  - What types of resource was the cotton gin? ( a capital resource which is a good that is used to produce other goods or services)
  - How did the cotton gin increase the productivity of workers? ( It helped them get the seeds out of the cotton 50 times as fast)
  - How did this increase in productivity affect the profits earned by the growers? (Profits were increased because the same number of workers could clean more cotton)

**Assessment:**

Answers to the worksheet: *The Southern Planter* will be evaluated.

[Go to CCC TAH Web Site](#)