

To Be a Slave

CCISD June 19, 20, 21, 2012

Lesson Overview:

Using primary sources such as personal interviews and photos, students will gain first-hand perspective and better understanding of how African Americans felt about slavery, slaveholders, coercion of slaves, their families, and freedom.

Objectives:

- Students will be able to describe the institution of slavery and how its policies affected the lives of former enslaved people.
- Students will understand how slaves were used as a labor force of the South.
- Students will be able to explain how the institution of slavery has affected race relations both past and present.
- Students will understand how the abolitionist movement affected the lives of all Americans.
- Students will analyze and evaluate the early attempts to abolish slavery.
- Students will understand how the institution of slavery was one of the main causes of the Civil War.
- Students will be able to use evidence and develop an argument regarding the consequences of Reconstruction.

Standards:

- U3.3.3 - Describe the major issues debated at the Constitutional Convention (rights of states, slavery as a regional and federal issue)
- U4.2 – Regional and Economic Growth
- U4.3.2 – Formation of the abolitionist movement.
- U5.1 – The Coming of the Civil War
- U5.2 – Civil War
- U5.3 – Reconstruction

Time Required: 5 class periods

Recommended Grade Level(s): 8th Grade

Topic(s): Slavery / Abolitionism / Civil War / Reconstruction

Era: Civil War / Pre and Post Civil War America

Preparation:

Students will have complete chapters in Text book containing abolitionism and slavery.
Unit can be done either before, during or after discussion of the Civil War.

Materials:

U.S. History Text Book

Sound system (to play ex-slave interviews)

Handouts of photos / pictures / political cartoons / written documents

Photo Analysis Worksheet – http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Worksheet – http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Written Document Analysis Worksheet –

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

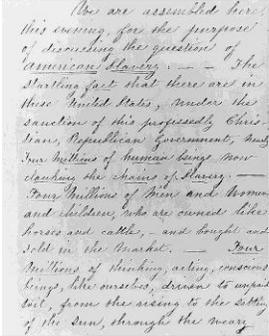
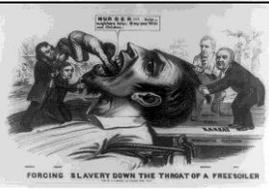
Cartoon Analysis Worksheet – http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

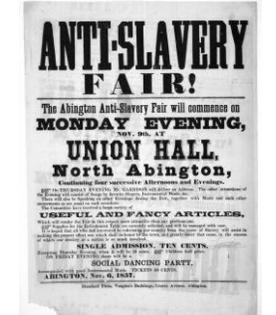
Sound Recording Analysis Worksheet –

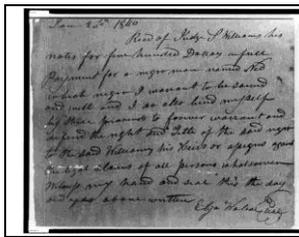
http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Blank sheets of writing paper

Resource Table

Image	Description	Citation	Permanent URL
	<p>"Make the slave's case our own".</p> <p>Women's abolitionist movement letter.</p> <p>Holograph anti-slavery speech of Susan B. Anthony.</p>	<p>Author: Susan B. Anthony</p> <p>Library of Congress Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/2002719340/</p>
	<p>Forcing slavery down the throat of a freesoiler</p> <p>The artist lays on the Democrats the major blame for violence perpetrated against antislavery settlers in Kansas in the wake of the Kansas-Nebraska Act.</p>	<p>Magee, John L.</p> <p>Library of Congress Rare Book and Special Collections Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/2008661578/</p>
	<p>A scene in the inter-State Slave trade is represented." The writer goes on to describe the scene as a group of slaves in chains, with a mother "fastened to her children," being sold by a trader on horseback to another. "Both dealers have whips in their hands.</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p>	<p>http://www.loc.gov/pictures/item/2008661746/</p>
	<p>Photograph from the main eastern theater of war, The Peninsular Campaign, May-August 1862.</p> <p>Slaves outside slave quarters</p>	<p>Gibson, James F., b. 1828, photographer</p> <p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p>	<p>http://www.loc.gov/pictures/item/cwp2003000055/PP/</p>
	<p>Voices from the Days of Slavery - Former Slaves Tell Their Stories.</p> <p>Interview with Fountain Hughes (age 101), Baltimore, Maryland, June 11, 1949</p> <p>Former slaves discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom. (Audio)</p>	<p>Library of Congress, Archive of Folk Culture, American Folk life Center, Washington, D.C. 20540</p>	<p>Collection URL http://memory.loc.gov/ammem/collections/voices/index.html</p> <p>Select: Faces and Voices from the Presentation.</p> <p>Select: Fountain Hughes</p>

	<p>Voices from the Days of Slavery - Former Slaves Tell Their Stories. Interview with Wallace Quarterman (age 87), Fort Frederica, St. Simons Island, Georgia (Gullah), June 1935 (part 1 of 3) Former slaves discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom. (Audio)</p>	<p>Library of Congress, Archive of Folk Culture, American Folk life Center, Washington, D.C. 20540</p>	<p>Collection URL http://memory.loc.gov/ammem/collections/voices/index.html</p> <p>Select: Faces and Voices from the Presentation.</p> <p>Select: Wallace Quarterman</p>
	<p>Voices from the Days of Slavery - Former Slaves Tell Their Stories. Interview with Uncle Billy McCrea (age 89), Jasper, Texas, 1940 (part 1 of 2) Former slaves discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom. (Audio)</p>	<p>Library of Congress, Archive of Folk Culture, American Folk life Center, Washington, D.C. 20540</p>	<p>Collection URL http://memory.loc.gov/ammem/collections/voices/index.html</p> <p>Select: Faces and Voices from the Presentation.</p> <p>Select: Uncle Billy McCrea</p>
	<p>Advertising for Anti-slavery fair! Featured speaker is Abolitionist William Lloyd Garrison</p>	<p>Library of Congress, Rare Book and Special Collections Division.</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+06203500))</p>
	<p>Uncut sheet of twelve illustrated cards presenting the journey of a slave from plantation life to the struggle for liberty, for which he gives his life, as a Union soldier during the Civil War.</p>	<p>Stephens, H. L. (Henry Louis), 1824-1882. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/98519766/</p>
	<p>Receipt for sale of Jane, age 18, and her son, Henry, age 1 and all future children, December 20, 1849</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/99615421/</p>



Receipt for \$500.00 payment
for Negro man, January 20,
1840

Library of Congress Prints
and Photographs Division
Washington, D.C. 20540
USA

<http://www.loc.gov/pictures/item/99615423/>

Procedure:

What was life like as a slave and ex-slave in the United States during the Civil War era? To understand these conditions, do the following activity:

Day 1

1. As a whole class, review the chapters in text book that cover slavery, abolitionism and causes of the Civil War. (15 minutes)
2. Assign students to work with a partner or in a small group of three and brainstorm what they know from the text book about the above 3 topics. Inform the students that they will share their activity responses with the class. (10 minutes)
3. Have students create a graphic organizer and write down this information reminding them to focus on the lives and treatment of enslaved people, the efforts to free them and problems the institution of slavery caused for the United States. Inform students they will need to turn in their graphic organizer charts. (15 minutes)
4. Have groups pick a spokesperson to tell rest of the class what they came up with. (10 minutes)

Day 2

5. Break students off into their same small groups and ask students to think about all the choices their parents, family members, friends and themselves were involved in during the past week, and list as many of these activities as they can think of. Inform the students that they will share their activity responses with the class and their lists will be collected. (15 minutes)
 - o Hints to help students brainstorm might include asking them: what cloths they wore, did they go out to eat somewhere, did they play in any type of organized activity like a track meet or go golfing, did they leave their house to go somewhere else to “hang-out”, did they go to work, did they travel to visit with an out-of-town friend or relative.
6. Have groups pick a spokesperson to tell the rest of the class what they came up with. (10 minutes)
7. Now return to the groups and have the students write down what freedoms of choice each activity might have included and why they participated in each activity. (15 minutes)
8. Have the entire class discuss the activities and freedoms that encompass these choices and events to gain perspective of the fact that despite their age and limited life experiences, they still have a tremendous amount of freedom when it comes to their daily lives, lifestyle and activities they are involved with. (10 minutes)

Day 3

9. Assign students to work with a NEW partner or small group of three. Pass out the pictures, photos and receipts to the groups and have them discuss what they see in each. (10 minutes)
10. Pass out the worksheets and have each student fill out the: photo, poster, written document and cartoon analysis worksheets. Inform students these sheets will be collected. *Do one worksheet together as a class so everyone understands how to properly fill out the forms.* (30 minutes)
11. Have groups pick a spokesperson to explain to the rest of the class what they came up with from 2 of the worksheets. Randomly pick what documents/pictures each group will talk about so all material is covered. (10 minutes)

Day 4

12. Students do not need to break up in groups today. Pass out the sound recording analysis worksheet and introduce what each interview is about. Inform students this worksheet will be collected. (5 minutes)
13. Play interviews out loud for class to hear. (35 minutes)
14. Have the class fill out the post-listening section of the worksheets. (10 minutes)

Day 5

15. Pass out writing paper to each student and have them answer the following essay:
 - o From the perspective of an enslaved-person, what was life like under the institution of slavery during and after the Civil War era and how were the lives of slaves and ex-slaves impacted both physically and psychologically? Furthermore, how was the entire United States affected by this “tragic” period of U.S. History?

- Brainstorm Ideas (5 minutes)
- Outline Essay (5 minutes)
- Get Thesis Statement organized (5 minutes)
- Write the main body of the essay (25 minutes)
- Review and revise the essay (10 minutes)

Extension Activities:

The Underground Railroad (1999) DVD TV Documentary - 95 min

Evaluation:

Students will be graded each day of the lesson for a total point value of 100 points.

- Day 1 – participation grade for Graphic Organizer (5 points)
- Day 2 – participation grade for Activity Lists (5 points)
- Day 3 – Analysis Worksheets (40 points {5 points each worksheet})
- Day 4 – Analysis Worksheet (15 points {5 points each worksheet})
- Day 5 – Final Essay (35 points)