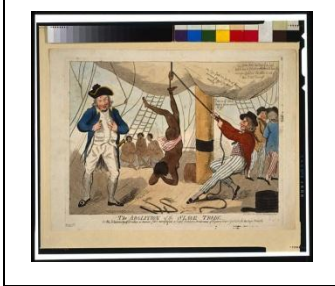


# That's Not Fair: Comparing the Rights of American Slaves and Current US Citizens



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Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
LC-USZC4-6204 (color film copy transparency) LC-USZCN4-254 (color film copy neg.)

In this lesson students will view primary sources relating to the US slave trade. Students will compare and contrast the rights and responsibilities of slaves compared to those of current US citizens. With each primary source used students will analyze what they observe and make comparisons and hypotheses.

<b>Overview</b>	
Objectives	Students will: <ul style="list-style-type: none"> <li>• Compare the rights of citizens now versus those during the time of slavery in the US</li> <li>• Use primary sources</li> </ul>
Recommended time frame	3 - 45 minute lessons
Grade level	3 <sup>rd</sup> – 5 <sup>th</sup> Grade
Curriculum fit	Social Studies
Materials	<ul style="list-style-type: none"> <li>• Photo analysis worksheet</li> <li>• "...If You Lived When There was Slavery in America" (see resource page)</li> <li>• "Many Thousands Gone: African Americans from Slavery to Freedom" (see resource page)</li> <li>• Library of Congress page: Stono's Rebellion</li> <li>• Slave castle DVD</li> </ul>
<b>Michigan State Learning Standards</b>	
	Social Studies: GOAL 3: Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government. <ul style="list-style-type: none"> <li>• 3-C5.0.1. Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the</li> </ul>

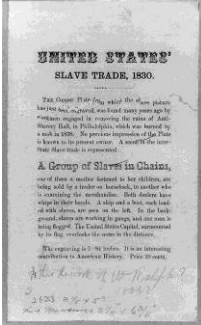


	rights of others, voting, obeying laws).
<b>Procedures</b>	
	<p>Replace this text with step by step instructions for what students are to do. Provide enough details to allow a novice teacher to use this learning experience. If students are to visit a specific web site, provide the hyperlink to that site. Example:</p> <p><b>Day One:</b></p> <ul style="list-style-type: none"> <li>• Students will discuss what “rights” mean. As a class come up with a definition.</li> <li>• Students will discuss what types of rights they have as US citizens. <ul style="list-style-type: none"> <li>-the right to vote</li> <li>-the right to free speech</li> <li>-the right to be educated, etc.</li> </ul> </li> </ul> <p>Introduce the concept of Primary Sources. Model how to access the Library of Congress website. Model how to search for Primary Sources in the Kids &amp; Family Section using the Meet Amazing Americans page.</p> <ul style="list-style-type: none"> <li>• Students will analyze the LOC slave ship photo from 1830 using the photo analysis handout.</li> </ul> <p><b>Day Two:</b></p> <ul style="list-style-type: none"> <li>• Review what “rights” mean.</li> <li>• Students will analyze the LOC slave trade photo using the photo analysis handout.</li> <li>• Read the book “...If You Lived When There was Slavery in America”.</li> <li>• Students will discuss how slaves’ rights compare to those of current US citizens. How have they changed? Stayed the same?</li> </ul> <p><b>Day Three:</b></p> <ul style="list-style-type: none"> <li>• Students will analyze the LOC text. How does this make you feel?</li> <li>• Read “Many Thousands Gone: African Americans from Slavery to Freedom”</li> <li>• Allow students to access the LOC to read “Stono’s Rebellion article.</li> <li>• Students will respond to clip. Why did slaves fight so hard for equal rights? Should everyone be treated equally? Why? If you had lived in the time of slavery how would you act, feel, etc.?</li> </ul>

<b>Evaluation</b>	
	<p>To assess student understanding of primary sources a formative assessment will be given by using a variety of sources that will be set up around the room. Students will be given post its. They will then go around the room and tag the sources as either primary or not. They will have to explain on the post it as to why they decided the source was primary or not. Sources around the room can only have three posts, so if a source already has three posts the student will have to choose another source to post on. They will then write a short paragraph, giving their own examples of primary sources and how they know this to be true, as a more summative assessment.</p>
<b>Extension</b>	
	<ul style="list-style-type: none"> <li>• Create a Venn diagram comparing and contrasting citizen rights in 1830 v. current</li> <li>• Write a journal entry as if you were a slave. What happens during your day? How do you feel?</li> <li>• Slave castle DVD (prequel)</li> </ul>

## **Historical Background**

Students will need to know what slavery was. Before beginning this unit it is important to talk about how slaves were treated and what being a slave actually entailed, especially for those living in the United States. Slavery, in its most extreme state, took place roughly between 1790 –1850. Show the students the DVD of my visit to slave castles in Ghana in order to show them where slaves originally came from. Talk about how these people had a very rich history of their own but were forced to become American, and often disregarded as humans, but rather seen as property. Although slavery is no longer legal it is still important to discuss the effects it had and how it impacts US citizens even today.

## Primary Resources from the Library of Congress

Image	Description	Citation	Permanent URL
	<p>Page of text describing an engraving that shows Black people in chains and shackles with the U.S. Capitol in the background.</p>	<p>Published in American political prints, 1766-1876 / Bernard F. Reilly. Boston : G.K. Hall, 1991, entry 1830-1.</p>	<p><a href="http://www.loc.gov/pictures/item/98500500/">http://www.loc.gov/pictures/item/98500500/</a></p>
	<p>An abolitionist print possibly engraved in 1830, but undocumented aside from the letterpress text which appears on an accompanying sheet. The text reads: "United States' slave trade, 1830."</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <a href="http://hdl.loc.gov/loc.pnp/pp.print">http://hdl.loc.gov/loc.pnp/pp.print</a></p>	<p><a href="http://www.loc.gov/pictures/item/2008661746/">http://www.loc.gov/pictures/item/2008661746/</a></p>
	<p>African men crowded onto a lower deck; African women crowded on an upper deck.</p>	<p>LC-USZ62-41678 (b&amp;w film copy neg.) LC-USZ62-19607 (b&amp;w film copy neg.) Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p><a href="http://www.loc.gov/pictures/item/98501624/">http://www.loc.gov/pictures/item/98501624/</a></p>

# Rubric

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sources</b>	Three primary source examples, with explanations.	Three primary source examples with no explanations.	Two primary source examples.	One or no primary source examples.
<b>Requirements</b>	Students discuss three examples of their own and give examples as to why these constitute primary sources.	Students discuss three examples of their own primary sources but fail to give explanation as to why.	Students discuss two examples of their own primary sources.	Students discuss only one or no examples of their own primary sources.
<b>Content</b>	Paragraph includes three examples of primary sources as well as explanations for all three.	Paragraph includes three examples of primary sources with no explanations.	Paragraph includes two examples of primary resources.	Paragraph includes one or no examples of primary sources.

# Handouts

## Photo Analysis Worksheet

### Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items you see in the picture. Next divide the photo into quadrants, or 4 parts, and study each section to see what new details you notice.

B. Use the chart below to list people, objects and activities in the photo.

People	Objects	Activities

### Step 2. Inference

Based on what you have observed in the first step, list three things you might infer from this photo. What do you think could be going on and why?

### Step 3. Questions

A. What questions does this photo raise in your mind?

B. Where could you find answers to these questions?

# Resources

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