

Historical Literacy Project Unit

Unit Title: Long and winding road of slavery

Designed by: Carol Breeding

District: Milford School District

Content Area: Social Studies

Grade Level(s): Middle level 6-8

Summary of Unit: This unit uses the two sides of the slavery argument to provide a method to explore the question of why there might be different accounts of the same period of history.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

History Standard Three 6-8a: Students will compare different historians' descriptions of the same societies in order to examine how the choice of questions and use of sources may affect their conclusions.

Big Idea(s)

- **Point of View**
- **Interpretation**
- **Evidence**

Unit Enduring Understanding(s)

Students will understand that depending on circumstance, there may be different interpretations of the same events in history.

Unit Essential Questions(s)

Why are there different interpretations of the same events in history?

Knowledge and Skills

Students will know...

- **The difference between primary and secondary sources.**
- **That there are often many different accounts of events in history.**

- **Different interpretations of past events are based on interpretation and perspective.**

Students will be able to...

- **Evaluate historical information**
- **Compare and contrast historical events to support the different accounts of the historical event.**
- **Write about the historical event from different points of view.**

Stage 2 – Assessment Evidence

(Design Assessments To Guide Instruction)

Suggested Performance/Transfer Task(s)

Essential Question Addressed:

Why are there different accounts of the same historical event?

Prior Knowledge:

Students will understand that there are different accounts of the same events in History.

Scenario:

The students will learn that the lives of slaves differed depending upon the circumstances in which they lived. After experiencing different view points from historical accounts they will be charged with the task of creating a flip book that tells about slavery from two different fictional points of view. (slaves in field, slaves in home, slaves on run, abolitionist, slave owner...)

Requirements:

Each student or pair of students will be required to present a flip book that chronicles the lives of two different people within the slavery community. This can be journal entries or an actual story.

Final Product:

Creation of Flip book

Rubric:

Long and winding road of slavery: A Tale of Two Slaves

Teacher Name: _____

Student Name: _____

CATEGORY	5	3	1
Story construction	Student clearly tells the compelling story of a slave that shows how his life is impacted from life's circumstances giving many details	Student tells the story of a slave that shows how his life is impacted from life's circumstances giving few details	Student tells the story of a slave but does not show how his life is impacted from life's circumstances
Illustration	Student illustrations create a definite connection between the text and the mental picture	Student illustrations create somewhat of a connection between the text and the mental picture	Student has illustrations that do not connect
Presentation	Book is neat, complete and is well organized	Book is complete and organized but lacks neatness	Book lacks neatness and organization but is complete

Other Evidence

Graphic organizers and notes from reading lessons

Student Self-Assessment and Reflection

Reflection logs, editing of story book

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

In this activity students will be asked to look at slavery from different perspectives. These perspectives can be from the point of view of a slave (in varying conditions), a slave owner, an abolitionist etc. Students will put themselves in the shoes of two people to tell the story through the creation of a flip book.

Students will analyze text, read from stories and create character maps in an effort to map out varying aspects of the lives of people directly involved in slavery.

All lessons created by Carol E. Breeding

Lesson #1 History of Slavery

Lesson Description: Students will be introduced into the concept of slavery in North America, starting with the beginning of the slave trade through the 13th Amendment.

Time Required: 1 class period

Essential Question Addressed: Why are there different accounts of the same historical event?

Enduring Understanding: Students will understand that depending on circumstance, there may be different interpretations of the same events in history.

Materials:

- Notebook paper for definitions
- White paper for Picture Vocabulary activity
- T chart notes sheet (student can create on notebook paper by making a line down the center of the paper and a line across the top to form the T for notes)
- Slavery in America by Marie Patterson

Procedures:

1. Split students into small groups and assign each group the following list of vocabulary words to define. This will assure that students will understand the story that they are about to hear.

- Servitude
- Indentured servant
- Captive
- Isolated
- Culture

- Abolitionist
- Economy
- Conductor
- Territories
- Fugitive
- Secession
- Emancipation
- Proclamation
- Border states

Split the work equally among group members making certain that each group defines all words. Group members will review each definition so that all members understand the meanings of each word. At the conclusion of the activity, assign all class members a word to draw a picture definition. Post the pictures in the classroom for future reference.

2. Read the book *Slavery in America* by Marie Patterson. Other book can be used as long as they give the history of slavery in the New World. This story will give students an overview of Slavery from the time it was introduced into the New World through the 13th Amendment. Students should take notes on a T chart to begin narrowing the points of view from which they will write. Teacher should model the use of the T chart to get the students started
3. At the close of the book reading students will share notes amongst group members as a review of the text.

Debrief: Revisit the EQ: Why are there different accounts of the same historical event? Discuss events from within the story that support the answer to the EQ

Formative Assessment (“Check for Understanding”):

Assessment of Student Learning: T chart, class discussion and final product.

Lesson 2: Slave Character Map

Time Required: 1 class period

Essential Question Addressed: Why are there different accounts of the same historical event?

Enduring Understanding: Students will understand that depending on circumstance, there may be different interpretations of the same events in history.

Materials:

- Written accounts of Slavery (Each student gets Accounts 1, 2, and 3)
- Character sketch graphic organizer/illustrators (2 per student)

Procedures:

1. Students will be given several accounts written by a slave of happenings that he/she observed during his/her life. They will also receive a character map.
2. Students will define the underlined vocabulary words prior to completing the character map notes sheet.
3. Students will read the accounts and will take notes on the character map that describe the life of this slave.
4. At the end of the activity the student will finish the drawing of the character to match the notes that were taken from the writing. Each student will complete two character maps from the choices given.

Debrief: Revisit the EQ: Why are there different accounts of the same historical event? Discuss events from within the story that support the answer to the EQ

Formative Assessment (“Check for Understanding”):

Assessment of learning: Character map and sketch and final product

Lesson 3: Follow the Drinking Gourd

Time Required: 1 class period

Essential Question Addressed: Why are there different accounts of the same historical event?

Enduring Understanding: Students will understand that depending on circumstance, there may be different interpretations of the same events in history.

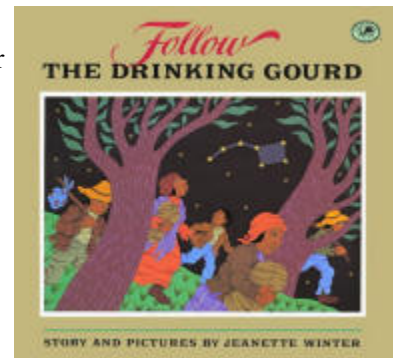
Materials:

Children's Book, *Follow the Drinking Gourd* by Jeanette Winter
(Other versions will also work)

Character sketch graphic organizer

Procedures:

- A) Students will be given another character map
- B) As the story is read aloud students will take notes on the character map.
- C) At the end of the story students will finish the sketch of a character in the story. This could be a slave owner looking for the slaves, an abolitionist helping slaves, or a runaway slave.



Assessment of learning: Character Map and Sketch

Debrief: Revisit the EQ: Why are there different accounts of the same historical event?
Discuss events from within the story that support the answer to the EQ

Formative Assessment (“Check for Understanding”):

Assessment of learning: Character map and sketch and final product

Lesson 4: Flipbook Creation

Time Required: 1 class period

Essential Question Addressed: Why are there different accounts of the same historical event?

Enduring Understanding: Students will understand that depending on circumstance, there may be different interpretations of the same events in history.

Materials:

- All classroom notes and Character Sketch organizers
- 5 sheets of copy paper each for the flip books

Procedures:

1. Students will take all character sketches and will decide the two points of view that they will take to develop a flip book.
2. Pass out the rubric and review grading procedures.
3. Students will use details from T chart notes and from Character Maps to complete the Flip Book Activity. Illustrations should be added to the book that relate to the story.
4. Students may share stories with a partner or to the whole group.

Flipbook should be 5 sheets of 8 ½ by 11 paper folded in half (hamburger style) stapled on the fold. Cover side one will be one account. Flip the book over and use the back side for cover of book 2. Each book can be 5-10pages depending on front/back or use of pages each book uses half of the pages and finishes in the middle.

Students can also work on a partner and each person do ½ of the book (one account of slavery per student)

Debrief: Revisit the EQ: Why are there different accounts of the same historical event? Talk about the way that student's stories prove that accounts of the same event vary depending on the circumstances surround the event.

Formative Assessment (“Check for Understanding”):

Assessment of learning: Final Product, Flip book

Resources and Teaching Tips

- **What text/print/media/kit/web resources best support this unit? Web resources such as the library of Congress and Archives can also be used to get different perspectives on slavery**

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be certain to emphasize that not all experiences of slaves are the same so the students go into the activities with an open mind.**

Account 1 :

Dr. Flint was an epicure. The cook never sent a dinner to his table without fear and trembling; for if there happened to be a dish not to his liking, he would either order her to be whipped, or compel her to eat every mouthful of it in his presence. The poor, hungry creature might not have objected to eating it; but she did not object to having her master cram it down her throat till she choked.

They had a pet dog that was a nuisance in the house. The cook was ordered to make some Indian mush for him. He refused to eat, and when his head was held over it, the froth flowed from his mouth into the basin. He died a few minutes after. When Dr. Flint came in, he said the mush had not been well cooked, and that was the reason the animal would not eat it. He sent for the cook, and compelled her to eat it. He thought that the woman's stomach was stronger than the dog's; but her sufferings afterwards proved that he was mistaken. This poor woman endured many cruelties from her master and mistress; sometimes she was locked up, away from her nursing baby, for a whole day and night.

When I had been in the family a few weeks, one of the plantation slaves was brought to town, by order of his master. It was near night when he arrived, and Dr. Flint ordered him to be taken to the work house, and tied up to the joist, so that his feet would just escape the ground. In that situation he was to wait till the doctor had taken his tea. I shall never forget that night. Never before, in my life, had I heard hundreds of blows fall; in succession, on a human being. His piteous groans, and his "O, pray don't, massa," rang in my ear for months afterwards. There were many conjectures as to the cause of this terrible punishment. Some said master accused him of stealing corn; others said the slave had quarreled with his wife, in presence of the overseer, and had accused his master of being the father of her child. They were both black, and the child was very fair.

I went into the work house next morning, and saw the cowhide still wet with blood, and the boards all covered with gore. The poor man lived, and continued to quarrel with his wife. A few months afterwards Dr. Flint handed them both over to a slave-trader. The guilty man put their value into his pocket, and had the satisfaction of knowing that they were out of sight and hearing. When the mother was delivered into the trader's hands, she said, "You *promised* to treat me well." To which he replied, "You have let your tongue run too far; damn you!" She had forgotten that it was a crime for a slave to tell who was the father of her child.

Source: http://www.pagebypagebooks.com/Harriet_Jacobs/Incidents_in_the_Life_of_a_Slave_Girl

Account 2:

O, you happy free women, contrast *your* New Year's day with that of the poor bond-woman! With you it is a pleasant season, and the light of the day is blessed. Friendly wishes meet you every where, and gifts are showered upon you. Even hearts that have been estranged from you soften at this season, and lips that have been silent echo back, "I wish you a happy New Year." Children bring their little offerings, and raise their rosy lips for a caress. They are your own, and no hand but that of death can take them from you.

But to the slave mother New Year's day comes laden with peculiar sorrows. She sits on her cold cabin floor, watching the children who may all be torn from her the next morning; and often does she wish that she and they might die before the day dawns. She may be an ignorant creature, degraded by the system that has brutalized her from childhood; but she has a mother's instincts, and is capable of feeling a mother's agonies.

On one of these sale days, I saw a mother lead seven children to the auction-block. She knew that *some* of them would be taken from her; but they took *all*. The children were sold to a slave-trader, and their mother was brought by a man in her own town. Before night her children were all far away. She begged the trader to tell her where he intended to take them; this he refused to do. How *could* he, when he knew he would sell them, one by one, wherever he could command the highest price? I met that mother in the street, and her wild, haggard face lives to-day in my mind. She wrung her hands in anguish, and exclaimed, "Gone! All gone! Why *don't* God kill me?" I had no words wherewith to comfort her. Instances of this kind are of daily, yea, of hourly occurrence.

Slaveholders have a method, peculiar to their institution, of getting rid of *old* slaves, whose lives have been worn out in their service. I knew an old woman, who for seventy years faithfully served her master. She had become almost helpless, from hard labor and disease. Her owners moved to Alabama, and the old black woman was left to be sold to any body who would give twenty dollars for her.

Source: http://www.pagebypagebooks.com/Harriet_Jacobs/Incidents_in_the_Life_of_a_Slave_Girl

Account 3:

While I advised him to be good and forgiving I was not unconscious of the beam in my own eye. It was the very knowledge of my own shortcomings that urged me to retain, if possible, some sparks of my brother's God-given nature. I had not lived fourteen years in slavery for nothing. I had felt, seen, and heard enough, to read the characters, and question the motives, of those around me. The war of my life had begun; and though one of God's most powerless creatures, I resolved never to be conquered. Alas, for me!

If there was one pure, sunny spot for me, I believed it to be in Benjamin's heart, and in another's, whom I loved with all the ardor of a girl's first love. My owner knew of it, and sought in every way to render me miserable. He did not resort to corporal punishment, but to all the petty, tyrannical ways that human ingenuity could devise.

I remember the first time I was punished. It was in the month of February. My grandmother had taken my old shoes, and replaced them with a new pair. I needed them; for several inches of snow had fallen, and it still continued to fall. When I walked through Mrs. Flint's room, their creaking grated harshly on her refined nerves. She called me to her, and asked what I had about me that made such a horrid noise. I told her it was my new shoes. "Take them off," said she; "and if you put them on again, I'll throw them into the fire."

I took them off, and my stockings also. She then sent me a long distance, on an errand. As I went through the snow, my bare feet tingled. That night I was very hoarse; and I went to bed thinking the next day would find me sick, perhaps dead. What was my grief on waking to find myself quite well!

I had imagined if I died, or was laid up for some time, that my mistress would feel a twinge of remorse that she had so hated "the little imp," as she styled me. It was my ignorance of that mistress that gave rise to such extravagant imaginings.

Dr. Flint occasionally had high prices offered for me; but he always said, "She don't belong to me. She is my daughter's property, and I have no right to sell her." Good, honest man! My young mistress was still a child, and I could look for no protection from her. I loved her, and she returned my affection. I once heard her father allude to her attachment to me, and his wife promptly replied that it proceeded from fear. This put unpleasant doubts into my mind. Did the child feign what she did not feel? or was her mother jealous of the mite of love she bestowed on me? I concluded it must be the latter. I said to myself, "Surely, little children are true."

One afternoon I sat at my sewing, feeling unusual depression of spirits. My mistress had been accusing me of an offence, of which I assured her I was perfectly innocent; but I saw, by the contemptuous curl of her lip, that she believed I was telling a lie.

I wondered for what wise purpose God was leading me through such thorny paths, and whether still darker days were in store for me. As I sat musings thus, the door opened

softly, and William came in. "Well, brother," said I, "what is the matter this time?"

"O Linda, Ben and his master have had a dreadful time!" said he.

My first thought was that Benjamin was killed. "Don't be frightened, Linda," said William; "I will tell you all about it."

It appeared that Benjamin's master had sent for him, and he did not immediately obey the summons. When he did, his master was angry, and began to whip him. He resisted. Master and slave fought, and finally the master was thrown. Benjamin had cause to tremble; for he had thrown to the ground his master--one of the richest men in town. I anxiously awaited the result.

That night I stole to my grandmother's house; and Benjamin also stole thither from his master's. My grandmother had gone to spend a day or two with an old friend living in the country.

"I have come," said Benjamin, "to tell you good by. I am going away."

I inquired where.

"To the north," he replied.

I looked at him to see whether he was in earnest. I saw it all in his firm, set mouth. I implored him not to go, but he paid no heed to my words. He said he was no longer a boy, and every day made his yoke more galling. He had raised his hand against his master, and was to be publicly whipped for the offence. I reminded him of the poverty and hardships he must encounter among strangers. I told him he might be caught and brought back; and that was terrible to think of.

He grew vexed, and asked if poverty and hardships with freedom, were not preferable to our treatment in slavery. "Linda," he continued, "we are dogs here; foot-balls, cattle, everything that's mean. No, I will not stay. Let them bring me back. We don't die but once."

"Don't talk so, Benjamin," said she. "Put your trust in God. Be humble, my child, and your master will forgive you."

"Forgive me for *what*, mother? For not letting him treat me like a dog? No! I will never humble myself to him. I have worked for him for nothing all my life, and I am repaid with stripes and imprisonment. Here I will stay till I die, or till he sells me."

Source: http://www.pagebypagebooks.com/Harriet_Jacobs/Incidents_in_the_Life_of_a_Slave_Girl

Character Sketch Graphic Organizer

Name _____

Name of Character _____

Characterization Methods

- A. Author describes.
- B. Character reveals self through what he/she says and does.
- C. Report reactions of other characters to the individual.
- D. Character reveals self through his/her thoughts and feelings.

Physical traits	Description
Personality	Description
Relationships	Description
Character Sketch (describe your character as a whole)	

On this page, draw a picture of what your character might look like. Be sure to use your notes to paint an accurate picture of the character. Remember this is a sketch, but it does need to reflect the items from your notes.