

Unit Outline

**“History of the United States and New York:
Focus on Slavery”**

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SED 546-01 Social Studies Secondary Schools

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Part I: Unit's Central Focus:

Teacher: Catrin Jacobi

Grade/Course: 7th Grade History of the United States and New York 1

Unit Essential Question: Should we pay restitutions to descendants of former slaves? What would such restitutions look like? Who should pay them and why?

Learning Objectives	Standards [1 each, NYS, NCSS, CC]	Assessments [Language Demand*]
<p><i>SWBAT</i> explain 2 conditions slaves encountered on the slave ships during the Middle Passage</p> <p><i>SWBAT</i> describe 3 ways in which slaves organized and actively and passively resisted their conditions.</p> <p><i>SWBAT</i> describe 2 ways in which indentured servants were different from slaves.</p> <p><i>SWUT</i>: while the system of slavery was very harsh and inhumane for the enslaved individuals, the slaves used different methods to survive and resist their conditions.</p>	<p><i>NYS Social Studies Framework Grade K-7</i>: “Students will examine ways in which enslaved Africans organized and resisted their conditions.” (p. 94)</p> <p><i>NYS Social Studies Framework Grade K-7</i>: “Students will describe the conditions of the Middle Passage.” (p. 91)</p> <p><i>NYS Social Studies Framework Grade K-7</i>: “Within the context of New York history, students will distinguish between indentured servitude and slavery.” (p. 91)</p>	<p><u>Read media</u>: Students learn about the conditions of enslaved people on the slave ships (Day1), about the conditions of indentured servants (Day 2)and about forms of resistance (Day 3).</p> <p><u>Discuss</u>: Talk show on whether or not descendants of former slaves should receive restitutions. (Day 5)</p> <p><u>Role-Play</u>: Students will consider the similarities and differences between indentured servants and slaves in an interview between a reporter and an indentured servant. (Day 2)</p>
<p><i>SWBAT</i> recognize an argument in a text.</p> <p><i>SWBAT</i> source a document and explain at least two aspects what the document reveals about the author’s point of view or purpose.</p> <p><i>SWBAT</i>: write dialogues between slaves and non-slaves about the conditions of slavery.</p> <p><i>SWBAT</i> cite primary and secondary sources to support their written and spoken arguments.</p>	<p><i>NYS Common Core Reading, # 2 (Grades 5-8)</i>: “Determine the central ideas or information of primary or secondary sources; provide an accurate summary of the source distinct from prior knowledge or opinions”</p> <p><i>NYS Common Core Reading, # 6 (Grades 5-8)</i>: “Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)”</p> <p><i>NYS Common Core Writing, # 1b (Grades 5-8)</i>: “Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources”</p>	<p><u>*Write</u> write dialogues between slaves and non-slaves about the conditions of slavery. (Day 3)</p> <p><u>Read like a historian</u>: Students will note text, context, and subtext of quotes to describe the slaves’ conditions during the Middle Passage (Day 1)</p> <p><u>Read media</u>: Students learn about various opinions on why or why not descendants of former slaves should receive restitutions. (Day4)</p>
<p><i>SWBAT</i> use historic documents to support their claims about past and present issues/topics.</p> <p><i>SWUT</i> historic documents present us with different viewpoints or opinions about the past, which can be utilized to explain the background of present issues.</p>	<p><i>NCSS # 2</i>: “The study of time, continuity, and change and how historians study the past allows learners to understand their historical roots and to locate themselves in time...How can we draw knowledge of history to make informed choices and decisions in the present?”</p>	<p><u>Role Play</u>: Students will consider several reasons (including the hardships of slavery and the legacy of slavery) for why or why not descendants of former slaves should receive restitutions. (Day 5)</p> <p><u>Discuss</u>: Students will make an argument about whether or not descendants of former slaves should receive restitutions by supporting their claims with the historic documents they have encountered in this unit. (Days 4 and 5)</p>

Vocabulary: slavery/slave, Middle Passage, indentured servitude, slave revolts, resistance, resilience, migration, voyage, legacy, economy, slave master/mistress

***Language Demand:** Students will *write* a news cast about the debate on whether or not we should pay restitutions to descendants of former slaves. The newscast will reflect on the debate's results and the student's own opinion on the debate question (which is the EQ for this unit). For this assignment students will use vocabulary associated with this topic.

Part II: Outline of Lessons

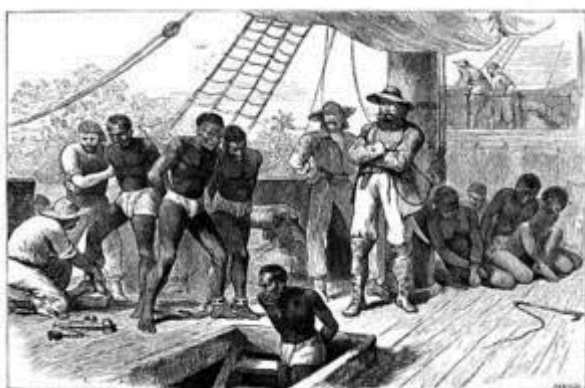
Lesson 1

Topical EQ: How did the enslaved people experience the Middle Passage?

Type of Lesson and Citation: *Reading like a Historian*: Reisman, 2002; Lesh, 2011 (Lesson inspired by the lesson “Middle Passage” from the “Reading like a Historian” project of the Stanford History Education Group (www.SHEG.Stanford.edu))

Lesson Outline:

Hook: Image of a slave ship scene. Ask: “What do you see in the image? How are the people in the image interacting with one another? Why? Who is in power in the image? How do you know? But are those in chains completely powerless? How would you title the image?”



Mini-Lecture: (adapted from the mini lecture in the lesson “Middle Passage” from the “Reading like a Historian” project of the Stanford History Education Group (www.SHEG.Stanford.edu))

Mini lecture “The Middle Passage.” Teacher explains what the Middle Passage was and who the players were.

Application: *Reading like a historian: How did the enslaved people experience the Middle Passage?**

**students are already familiar with the process of reading like a historian*

Student groups of 3-4 receive documents A and B (which focus mainly on the slave ships’ crews’ challenges and the logistics of the slave trade) and complete the corresponding sections of the Guiding Questions and Graphic Organizer. Students share their responses. In corroborating documents A and B, the student groups of 3-4 will likely notice some similarities in the documents. Next, hand out document C and D to the groups and have students complete the corresponding section of the Graphic Organizer for Documents C and D (which focus mainly on the conditions of the slaves during the Middle Passage), and ask them to share their responses. Next, hand out document E (excerpt from Equiano’s account) to the groups, have students complete the corresponding section of the Graphic Organizer, and ask them to share their responses.

Discussion: Ask students to consider the following questions: *How are these accounts of the Middle Passage similar? How are they different? What are possible reasons for the differences among the accounts?*

Debrief: Return to today’s EQ and ask students to use evidence from the Graphic Organizer to determine which document(s) they believe are the most reliable sources of information about the Middle Passage. Explain to students that it is likely that different students will have different answers. This is part of history. Different people can arrive at different conclusions as long as they have historical evidence to support their claims.

Materials:

- Middle Passage Power Point (derived from the lesson “Middle Passage” from the “Reading like a Historian” project of the Stanford History Education Group (www.SHEG.Stanford.edu))
- Document A: *History for Grade Ten*, Volume 2, Portugal, 1994. In Dana Lindaman and Kyle Ward (Eds.), *History Lessons: How textbooks from around the world portray U.S. History*. New York: New Press, 2006.
- Document B: Thomas Phillips, “Journal.” *A Collection of Voyages and Travels*, Vol 6. Edited by Awnsam and John Churchill. London, 1746. In Thomas Howard (Ed.), *Black Voyages*. Boston: Little, Brown and Company, 1971.
- Document C: Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*. London: 1788.
- Document D: “Stowage of the British slave ship ‘Brookes’ under the regulated slave trade act of 1788.” Liverpool: 1884. Retrieved from <http://hdl.loc.gov/loc.rbc/rbpe.28204300>
- Document E: Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*. London: 1789.
- Image for the hook “Scene on Slave Ship” derived from Gettysburg College www.gettysburg.edu

Lesson 2

Topical EQ: Slavery versus indentured servitude: Was indentured servitude really so different than slavery?

Type of Lesson and Citation: *Red Hot Process Drama* (Adapted from worksheet “Twenty-One Red Hot Process Drama Tools for more Effective and Exciting Teaching (adapted from: Patrice Baldwin’s *The Drama Book*; Karla Huntsman kkhuntsman@comcast.net 223-9122)); primary sources adapted from National Humanities Center (<http://nationalhumanitiescenter.org>)

Lesson Outline:

Hook: Teacher shows students an advertisement of female indentured servants who are to be sold. “What observations do you make when reading these advertisements? Who/what is being sold here and why? Can you find out where the people the advertisement talks about come from?”

A SERVANT Girl's Time to be disposed of, having about two Years and four Months to serve, is very fit for coarse Work ; spins exceeding well, and would do for Country Business. For Terms apply to JAMES PLUNKET, at the Sign of Æsop in the Shades, in Walnut-street, Philadelphia. †

To be S O L D,

A Scotch Servant Girl's Time, who has almost four Years to serve : She has had the Small-Pox, and is remarkably strong and healthy, fit for Town or Country Business. Enquire at the New-Printing Office, Market-street, Philadelphia. ⊕

Review: Today you are a reporter. Write a short paragraph about what you have observed on the slave ships and on the slave markets in America. What is your impression of the slaves' situation? Review of the slaves' conditions during and after the Middle Passage.

Mini-Lecture: Explain the background of indentured servitude: need for cheap labor, differences and similarities to slavery, when and why it declined.

Application:

The same groups of students as yesterday get together. Each group receives the "Reporter-Worksheet" with instructions for the activity and one "Primary Source Document" A, B, C, or D (an account of an indentured servant; each group gets a different account). Teacher explains the activity: Student groups read the account and then role-play an interview. One or two student in the group play the reporter, the other students take on the role of the indentured servant from the group's reading. Goal is to highlight the characteristics of indentured servitude.

Debrief: Group discussion. Given the context, how different was indentured servitude from slavery? Was indentured servitude limited to white people only? Was economy one of the main reasons why slavery became increasingly popular more popular than servitude? Why are they called indentured servants, and not slaves? Why are workers abused? What forms of labor exploitation continues today?

Homework:

Hand "Resistance" worksheet and reading guide to the students. *Task:* "Read readings 1-4 on the worksheet in preparation for next class. Take notes on your reading guide." The reading guide helps the students to source the documents.

Materials:

- "Reporter Worksheet"
- "Primary Source Document A" Gottlieb Mittelberger's Journal: <http://nationalhumanitiescenter.org/pds/becomingamer/growth/text9/pennsylvaniaimmigrant.pdf>
- "Primary Source Document B" Account of indentured servant Elizabeth Ashbridge of New York: <http://nationalhumanitiescenter.org/pds/becomingamer/growth/text5/ashbridge.pdf>
- "Primary Source Document C" An English Servant writes her father: <http://historymatters.gmu.edu/d/5796>
- "Primary Source Document D" The Confession of John Grimes: <http://nationalhumanitiescenter.org/pds/becomingamer/growth/text5/grimes.pdf>
- "Resistance" worksheet and reading guide. (Documents on the worksheet were derived from the following sources: National Humanities Center (2007). "Treatment of Slaves on Lloyd's

- Plantation – Excerpt from Frederick Douglass’ “My Bondage and My Freedom” (New York: Miller, Orton & Mulligan, 1855), Ch. 6 Full text in Documenting the American South (University of North Carolina at Chapel Hill Library) at docsouth.unc.edu/neh/douglass55/menu.html. Bracketed phrases added and punctuation & paragraphing modernized by NHC. Engraving on this page in Isaac Williams, Aunt Sally: or, The Cross the Way of Freedom (Cincinnati: American Reform Tract & Book Society, 1858). Complete image credits at nationalhumanitiescenter.org/pds/maai/imagecredits.htm.; National Humanities Center. (2010-2015). Slaves' Resistance on Southern Plantations. Retrieved April 16, 2015, from <http://nationalhumanitiescenter.org/pds/maai/enslavement/text7/resistancewpa.pdf>; Staunton Vindicator. (1861). Desperate Negro Woman. Retrieved April 16, 2015, from <http://www.pbs.org/wnet/slavery/experience/responses/docs8.html>; Grimes, W. (1825). Life of William Grimes, The Runaway Slave. Written by Himself. 1825. Retrieved April 16, 2015, from <http://www.pbs.org/wnet/slavery/experience/responses/docs11.html>.)
- Newspaper advertisement for the hook: “Servant girls to be sold” derived from: *Pennsylvania Gazette*, Nov. 25, 1762, 5, Philadelphia.
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Lesson 3

Topical EQ: Many slaves resisted their situations in various ways. Did these small acts help or hurt the slaves?

Type of Lesson and Citation: *Writing Lesson:* Bower, Bert & Lobdell, Jim. 1999. *History Alive!* Teachers’ Curriculum Institute.

Lesson Outline:

Hook: The teacher shows the students two images of slave resistance. *What do you see here? What might be happening in this picture and why? How would you title the images? What questions do the images evoke in you?*

Review: Imagine you were allowed to use TWITTER for this class to inform others about what you have learned each day. Write two short TWITTER message about the differences and similarities between indentured servants and slaves. Was indentured servitude a form of slavery? Why did indentured servitude decline?

Opening: Mini-Lecture and Writing Warm-up

(a) Writing Warm-up:

With their writing partners the students write an imaginary conversation that might take place in the scenes shown in the images.

(b) Historical Context Mini-Lecture

Teacher clarifies why slave-life was so harsh and why owners tended to treat slaves so badly. The teacher connects the mini lecture to the readings on the “Resistance” worksheet, which was assigned for homework (readings 1-4). In a student-teacher-dialogue the class works on a list of forms of resistance and motivations to resist.

Application (Writing):

The students are asked to write a dialogue between a slave who has participated in a form of resistance and a slave who did not participate in a form of resistance; or a conversation among slaves

that participated in resistance that reflects on the motivations, effects and circumstances of these people. The writing should include citations from at least one of the four readings on the “Resistance” worksheet which were assigned for homework prior to this lesson. The students can chose to also “illustrate” one of the resistance stories from the “Resistance” worksheet by creating a cartoon story or graphic novelette. If students decide to illustrate one of the stories, they are required to write a short analysis of the illustrated situation. This analysis should be between half a page and a page in length.

Debrief:

Return to EQ and ask students for their opinion. Why did slaves choose to resist slavery? How did resistance look like? What consequences did slaves have to fear? Did these small acts help or hurt the slaves? Why did not more bund together and overthrow their masters? Why did masters oppress their slaves and punish them harshly?

Materials:

- “Resistance” worksheet and reading guide (Excerpts from slave accounts on resistance and an excerpt of Frederic Douglass’s autobiography)
- Worksheet with rubric for writing assignment
- Two historic images showing slave resistance (drawings/prints)

Materials Bibliography:

Bower, Bert & Lobdell, Jim. 1999. *History Alive!* Teachers’ Curriculum Institute.

Grimes, W. (1825). Life of William Grimes, The Runaway Slave. Written by Himself. 1825. Retrieved April 16, 2015, from <http://www.pbs.org/wnet/slavery/experience/responses/docs11.html>.

Mattson, Rachel. 2008. Theater of the Assessed: Drama-Based Pedagogies in the History Classroom. *Radical History Review*, 102: 99-110.

National Humanities Center (2007). “Treatment of Slaves on Lloyd’s Plantation – Excerpt from Frederick Douglass’ “My Bondage and My Freedom” (New York: Miller, Orton & Mulligan, 1855), Ch. 6 Full text in Documenting the American South (University of North Carolina at Chapel Hill Library) at docsouth.unc.edu/neh/douglass55/menu.html. Bracketed phrases added and punctuation & paragraphing modernized by NHC. Engraving on this page in Isaac Williams, Aunt Sally: or, The Cross the Way of Freedom (Cincinnati: American Reform Tract & Book Society, 1858). Complete image credits at nationalhumanitiescenter.org/pds/maai/imagecredits.htm.

National Humanities Center. (2010-2015). Slaves' Resistance on Southern Plantations. Retrieved April 16, 2015, from

<http://nationalhumanitiescenter.org/pds/maai/enslavement/text7/resistancewpa.pdf>

Staunton Vindicator. (1861). Desperate Negro Woman. Retrieved April 16, 2015, from

<http://www.pbs.org/wnet/slavery/experience/responses/docs8.html>

Teaching American History in South Carolina Project. (2009, January 1). ABOUT US. Retrieved April 16, 2015, from <http://www.teachingushistory.org>

The Schomburg Center for Research in Black Culture. (2012, January 1). The Abolition of The Slave Trade. Retrieved April 16, 2015, from http://abolition.nypl.org/images/african_resistance/

Lesson Number 4

Topical EQ: *“Why do we still talk about slavery today? Should we pay reparations to the slaves’ descendants?”*

Type of Lesson and Citation: *Problem-Solving Group Work* (Bower/Lobdell, 1999, ch. 4); Parts of the lesson are inspired by the P.O.V. film *Traces of the Trade*; The lesson’s hook is inspired by P.O.V./PBS Lesson Plan “The History and Legacy of U.S. Slavery,” derived from: http://pov-tc.pbs.org/pov/film-files/traces_lesson_lesson_plan_0_1.pdf.

Lesson Outline:

Hook: Class watches a clip from Katrina Browne’s film *Traces of the Trade*

Clip 2: Ideas for Reparations and Reconciliation (length 4:08) The clip begins at 67:18, just after “At this point, I decided we should dive directly into the questions of reparations ...” The clip ends at 71:26, just after “... want to do something about it.” – *What argument does the clip make? Why? What are your opinions on the legacy of slavery? Should we focus on our past or on our future and why?*

Modeling: Whole class listens to excerpts from the Liverpool Museum’s podcasts about reparations for slave descendants. Students receive the “Podcast Worksheet” with the following guiding questions: “What do the podcasts argue for/against? What kind of information was provided/was missing? Why did the podcasts argue for/against reparations? Who is arguing for/against reparations?”

Application: Groups of 3-4 students receive the “Debate Worksheet I” with instructions for how to prepare and perform the debate (“Come up with a compelling headline for the stance you intend to take on during the debate. Create a poster that supports your argument. Use the primary and secondary sources we have worked with so far to support your arguments, as well as at least one outside source that is listed on your “List of recommended resources”). Student groups also receive a “List of Recommended Resources for the Preparation of the Debate.” Each group has a specific student assigned to be the project manager, the presenter, the graphic designer, the artist. Students prepare the debate in their groups.

Debrief:

Return to EQ: According to today’s readings and the film clip why do you think slavery is still such an important topic today? Can you think of other reasons why we still need to discuss slavery (perhaps some recent events)? Why does slavery persist even today?

Homework

Work on your debate preparations with your group members.

Materials:

“Podcast Worksheet”

“Debate Worksheet I”

“List of Recommended Resources for the Preparation of the Debate”

P.O.V. Film *The Traces of the Trade* by Katrina Browne (2008)

Poster boards and crafts materials

Lesson Number 5

Topical EQ: Should we pay restitutions to descendants of former slaves? How would such restitutions look like? Who should pay them and why?

Type of Lesson and Citation: *Role Playing/Talk Show:* DeRose, 2007; Stoll et al., 2009.

Lesson Outline:

Hook: Where do we stand now? Ask groups to line up where they think they stand in terms of if we should pay restitutions to former slaves' descendants: Yes, No, Unsure

Review: Have groups from yesterday finish up and prepare their arguments for the debate. Each group has a presenter in the debate and each group should prepare one question for the audience to ask their representative.

Application: *Talk Show:* "Should we pay restitutions to descendants of former slaves?" Representatives of each group will explain why they believe descendants of former slaves should receive restitutions and what form these restitutions should take and why. Students in the "audience" will fill in a evidence-gathering worksheet ("Debate Worksheet II").

Debrief: Slavery was an inhumane institution and caused millions to suffer even for many centuries after slavery had been abolished. How should we deal with our history of slavery and the descendants of the slaves? Do you think a monetary restitution would change much on the differences between black and white people we still face today in so many areas? Where do we stand now? Students will line-up again after the debate.

Culminating Assessment, due as homework:

Students will take the position of a journalist and write a newscast about the debate which reflects on its results and the student's own opinion. Students should also cite from the materials we read during the unit to support their own viewpoints.

Materials:

- "Debate Worksheet II" for evidence gathering
- Poster boards and crafts material

Part III: Support for Learners: How do the activities, materials, and/or assessments in this unit support these unique learners?

<i>Learning Need/ Asset</i>	Supports, Accommodations, and/or Modifications
English Language Learner	ELL students will benefit from the images chosen for the unit. The images allow ELL learners to visualize certain aspects of the unit's topic. In addition to that, depending on the language skills of the ELL students the teacher will also provide these students with the readings prior to the lesson. This allows ELL students to take their time when reading the materials for class. In addition to that each reading will have a vocabulary list attached as well. Furthermore the teacher will pair ELL learners with "mentor-students" who can assist the ELL student during class.
Poor reader	Students with poor reading skills will benefit from the modified documents and vocabulary lists that are attached to each reading. The documents are modified in length and language to make them more accessible to students with poor reading skills. In addition to that, some of the longer readings are assigned as homework which allows poor readers more time to read the documents. The reading guides will also assist them to get a better understanding of the documents' content.
Student who likes to act/draw/write or play music	The culminating assessment of the unit, the debate, addresses students who like to act, the writing lessons are geared towards students who like to write (and those who need to improve their writing skills). In addition to that, the main writing assignment in lesson 3 will provide creative students with the choice to "illustrate" a cartoon story or graphic novelette instead of writing a dialogue.

Information and Evidence Gathering Sheet for Unit 1 “Slavery”

(adapted from Professor Laura J. Dull’s unit “To Bomb or Not to Bomb: Was the decision to drop the atomic bombs the right one?”)

*Should the descendants of former slaves receive restitutions?
How would such restitutions look like and who should pay them?*

Instructions: Fill in this chart each day with evidence for or against a payment of restitutions to former slaves. Use this sheet to prepare for your debate.

	The descendants of former slaves should receive restitutions because...	The descendants of former slaves should NOT receive restitutions because...
The Middle Passage		
Slaves vs. Indentured Servants		
Resistance		
Legacy of Slavery		
Debate		

Your conclusion: After all you have learned this week, how would you decide and why?

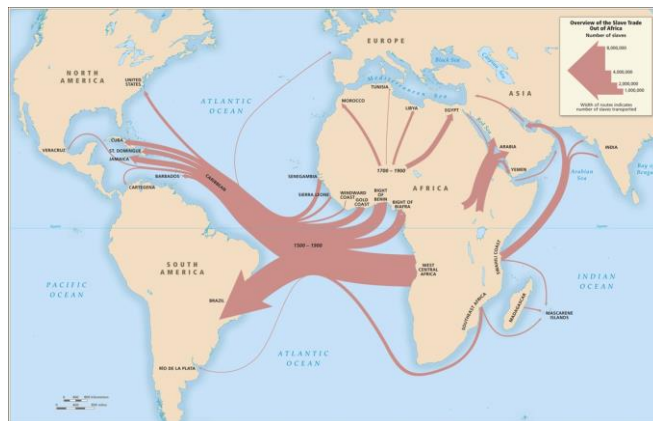
Should The Descendants Of Former Slaves Receive Restitutions? How Would Such Restitutions Look Like And Who Should Pay Them?

(below) This 1840 image shows one of the most heartbreaking conditions of the slave system, a mother being sold and separated from her child.



Between 1500 and 1866 more than 12,500,000 people (This is almost thirteen times as many people as live in all five boroughs of New York City today!) were brought from Africa to the Americas as slaves, to work on plantations, at households, farms and other areas. Although the majority of the slaves who came to the United States were brought to South America, slavery played an important role in the making of the United States of America as well. Slaves, in particular, helped the American economy prosper because they were a cheap source of labor for their owners. Up until American independence, for instance, approximately 300,000 slaves were brought to the North American colonies, and at around 1770 approximately 500,000 slaves (This is almost ten times as many people as Yankee Stadium has seats) lived in the thirteen colonies.¹ The conditions under which the enslaved people came to North America were harsh - as were the working and living conditions of many of the slaves. The 13th Amendment abolished slavery in the United States in 1865, but conditions of the freed people changed only very slowly.

This week will view, film clips, images and texts that provide you with different perspectives of slavery. How harsh were the conditions of slaves? What did slaves do to change their situation? Why is it important for us today to still talk about slavery? Should we even pay restitutions to the descendants of former slaves, to make up for the inhumane experiences they endured? How would such restitutions look like? Who should pay them? The different perspectives on slavery we will encounter this week will help us to have a classroom debate about whether or not the slaves' ancestors should receive some form of reparations for their ancestors' slave experience or not. You will take a stand as a journalist and write a newscast about our debate. How would you decide, and why?



¹ Heideking, J. (1996). *Geschichte der USA* (6th ed.). Tübingen: A. Francke. p. 6.