

# Teaching with Primary Sources Lesson Plan

**Title:** Investigating Slavery

**Grade Level:** 8<sup>th</sup> Grade American History

**Time Frame:** 2 to 3 class periods

**Subject:** Slavery

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**School District:** Albert Gallatin Area School District

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## **Pennsylvania History Standards**

8.1.9.B Analyze the fundamentals of historical interpretation.

8.1.9.C Analyze and interpret historical research.

8.3.9.A Identify and analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

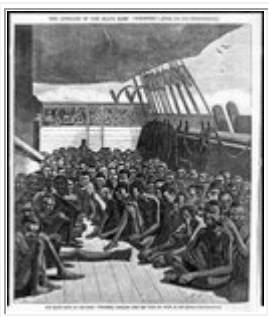
8.3.9.B Identify and analyze primary documents, material artifacts and historic sites important in United States history from 1787 to 1914.

8.3.9.C Analyze how continuity and change has influenced United States history from 1787 to 1914.

**Objectives:** After viewing pictures, documents and audio primary sources of different slave conditions, students will analyze them and create a newspaper article describing the harsh conditions the slaves had to endure.

## **Learning Activities**

**Focus Activity:** After pushing control and left click on the picture look at the picture of the slaves coming to America on the slave ship called the "Wildfire", record in your journals the responses to the following questions. What are your thoughts about the picture? How do you think the slaves felt? What do you think is going through their minds? Have you ever been mistreated? If so, how did you feel?



**Inquiry Activity:** After the students have collected and written their thoughts about the focus activity in their journal, they will then investigate other photos and listen to audio recordings of former slaves to gain a better understanding of the slavery from the Library of Congress Collection, "[Images of African American Slavery and Freedom](#)". (There are also photos and audio recordings of the former slaves in the image and audio table at the end of the lesson plan.) After students have viewed the photos, they will choose a photo and fill out a Photo Analysis Guide of a picture that most stood out in their mind. (Photo Analysis Guide is at the end of this lesson plan)

**Application Activity:** After the students have viewed photos, documents and listen to audio narratives, the students will act as a journalist and write newspaper articles about slavery. After they have written their articles they will then get into groups of three and share their articles with each other. After sharing their articles with each other, they will then make a front page of a newspaper by arranging each article on a poster board and including a drawing that depicts slavery on the front page. Students will eventually present their newspaper to the class.

**Assessment:**

Rubric

4=Above Average

3=Average

2=Below Average

1=Does not meet requirements

\_\_\_\_\_ Organization of final newspaper






\_\_\_\_\_ Work contains facts and knowledge learned through investigation


\_\_\_\_\_ Photograph analysis guide

\_\_\_\_\_ Staying on task and using time wisely

\_\_\_\_\_ Group work

\_\_\_\_\_ **Total Points**

Document Title	Thumbnail Print	Bibliographic Info URL
<p><b>Slave quarters</b> at the Hermitage Plantation outside of Savannah, Georgia</p>		<p><a href="http://hdl.loc.gov/loc.pnp/cph.3c03293">http://hdl.loc.gov/loc.pnp/cph.3c03293</a></p>
<p>The Hermitage, <b>slave quarters</b>, Savannah, Ga</p>		<p><a href="http://hdl.loc.gov/loc.pnp/det.4a22336">http://hdl.loc.gov/loc.pnp/det.4a22336</a></p>
<p>Plantation view at Port Royal Island, S.C.</p>		<p><a href="http://hdl.loc.gov/loc.pnp/cph.3b15289">http://hdl.loc.gov/loc.pnp/cph.3b15289</a></p>
<p>The Whole black <b>family</b> at the Hermitage, Savannah, Ga.</p>		<p><a href="http://hdl.loc.gov/loc.pnp/det.4a18122">http://hdl.loc.gov/loc.pnp/det.4a18122</a></p>
<p><b>Plantation</b> residence, Louisiana. Slave owners residence.</p>		<p><a href="http://hdl.loc.gov/loc.pnp/det.4a32709">http://hdl.loc.gov/loc.pnp/det.4a32709</a></p>

<p>Slave Ad</p>		<p><a href="http://scriptorium.lib.duke.edu/ea/broadsides/B03/B0317/B0317-72dpi.html">http://scriptorium.lib.duke.edu/ea/broadsides/B03/B0317/B0317-72dpi.html</a></p>
<p>Interview with Aunt Harriet Smith, Hempstead, Texas</p>	<p><b>Audio</b></p>	<p><a href="http://hdl.loc.gov/loc.afc/afc9999001.5499a">http://hdl.loc.gov/loc.afc/afc9999001.5499a</a>  <a href="http://hdl.loc.gov/loc.afc/afc9999001.5499b">http://hdl.loc.gov/loc.afc/afc9999001.5499b</a>  <a href="http://hdl.loc.gov/loc.afc/afc9999001.5500a">http://hdl.loc.gov/loc.afc/afc9999001.5500a</a>  <a href="http://hdl.loc.gov/loc.afc/afc9999001.5500b">http://hdl.loc.gov/loc.afc/afc9999001.5500b</a></p>
<p>Interview with Charlie Smith, Bartow, Florida, March 17, 1975</p>	<p><b>Audio</b></p>	<p><a href="http://hdl.loc.gov/loc.afc/afc9999001.17510">http://hdl.loc.gov/loc.afc/afc9999001.17510</a></p>
<p>Interview with Uncle Bob Ledbetter, Oil City, Louisiana, 1940</p>	<p><b>Audio Recording</b></p>	<p><a href="http://hdl.loc.gov/loc.afc/afc9999001.3992a">http://hdl.loc.gov/loc.afc/afc9999001.3992a</a></p>

## Photograph Analysis Guide

<b><i>Observation</i></b>	<b><i>Knowledge</i></b>	<b><i>Interpretation</i></b>
<p>What do you <b>see</b> in the photograph?</p> <ul style="list-style-type: none"><li>• Describe the people &amp; objects that you see.</li><li>• What is the setting and season?</li></ul>	<p>What do you know about this time period or event?</p>	<p>What can you conclude from what you see?</p> <ul style="list-style-type: none"><li>• What can you conclude about slavery?</li><li>• What can you conclude about the living conditions the slaves had to endure?</li></ul>