

Lesson Plan

Analyzing Slavery in Northern Colonial America

Grade 8

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Desired Results/Objectives

Theme:

Students study slavery in school. They certainly know that it was wrong. But what was it like to actually be a slave? How can a group of predominantly white students understand how a black slave would feel?

Big Idea:

Students tend to think of slavery as simply a bad time in our history, but it had deep roots in the economic fabric of our country. Why did slavery come about in the north? What would it feel like to be a slave? What would it feel like to be a slave owner at this time?

Enduring Understanding:

Humans tend to view situations from their viewpoint, but if white students are able to understand what it is like for an African American to know what their ancestors felt, they can start to understand how slavery continues to impact our society today.

Transfer Goal:

Common Core Reading and Writing:

Reading:

- **CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **CCSS.ELA-Literacy.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RH.11-12.4** Determine the meaning of

Overarching Essential Questions:

1. How can even the most honorable and just people in society accept an institution such as slavery?
2. What were the viewpoints of slaves and slave owners?
3. How did slaves tolerate and even resist their condition?

MA History and Social Studies Standards:

WHI.20 Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on. (H, E, G)

words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **CCSS.ELA-Literacy.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **CCSS.ELA-Literacy.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing:

- **CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).) **Research to Build and Present Knowledge**
- **CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Assessment/Evidence	

Performance Tasks and Other Evidence:

1. Students will be graded on their participation both in small and large group discussions during the reading of the primary source documents.
2. Students will partake in a Harkness Discussion about how a slave felt and why they think people were able to own slaves. They will receive a group grade based on the success of the discussion.
3. Students will write an essay answering the following question: “How would it feel to be a slave in this area in the colonial period? What were some things slaves did to tolerate and resist their slavery?” Students should use examples from the poems they read in order to prove their point.

Learning Plan	
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Classroom Essential Questions:

1. How did slaves feel about their condition?
2. How did slaves deal with the pain and anger they felt?
3. How were white men able to justify enslaving people?

Learning Activities:

What does the teacher do?

- Ask students about a time they tried to justify something they knew was wrong.
- Ask them why we try to justify these wrong actions.
- Discuss with students the reasons slave owners were able to justify their actions.
- Give them a brief description of what northern colonial slavery was like.
- Break students into 3 groups to read “The Bars Fight” by Lucy Terry Prince, “On Being Brought from Africa to America” and “To a Lady on Her Coming to North-America” by Phillis Wheatley

- Provide background on both Lucy Terry Prince and Phillis Wheatley
- Lead students in the 3 groups to describe the poems they read
- Grade Harkness Discussion on what it would be like to be a slave in America and why they thought white men were able to justify enslaving them.
- Grade essay on “How would it feel to be a slave in this area in the colonial period?”

What does the student do?

- Share times they justified actions they knew they were wrong
- Participate in discussion as to why people justify actions they know are wrong
- Listen to and ask questions about northern colonial slavery and Lucy Terry Prince and Phillis Wheatley
- Break into a group and read one of the 3 poems assigned
- Report to the class about the content of the poem and what the author was saying and trying to accomplish
- Participate in a Harkness Discussion about what it would be like to be a slave in America and why they thought white men were able to justify enslaving them
- Write an essay on “How would it feel to be a slave in this area in the colonial period?”

Materials and Sources Used

"Lit2Go." *"To a Lady on Her Coming to North America with Her Son, for the Recovery of Her Health."* | *Poems on Various Subjects, Religious and Moral* | Phillis Wheatley | Lit2Go ETC. N.p., n.d. Web. 13 July 2017.

PBS. Public Broadcasting Service, n.d. Web. 13 July 2017.

Wheatley, Phillis. "On Being Brought from Africa to America by Phillis Wheatley." *Poetry Foundation*. Poetry Foundation, n.d. Web. 13 July 2017.

What other curricular materials do you plan to use to support the lesson?

Common Core History, Reading and Writing Standards

Pens, pencils and highlighters

Dictionary

ELMO projector