D. Lesson Plan 1: Activating Prior Knowledge of Slavery

Lesson: Introducing Slavery in the U.S.

Lesson Plan by: Lauren McCoy

Length: 60 minutes

Grade: 7th

Academic Standards: 7.2.1. Understand and analyze the differences in structure and purpose between various categories of informational materials such as textbooks, newspapers, magazines, etc).

Performance Objectives:

When given a slave narrative, students will analyze the different parts of the text that contributes to the reader’s views and ideas on slavery during group discussion at least one time.

When given a handout/reading guide, students will write the kind of format/structure the reading assignment is with 80% accuracy.

When given a handout/reading guide, students will use language clues to figure out what kind of informational text is presented 80% of the time.

Assessment: I will be asking questions throughout the lesson to check for comprehension, and keep a check list of those students who have correctly answered my questions. I will also have questions written on the board for groups to discuss. I will walk around the room and listen to people’s ideas, opinions, etc, and keep checking off names of those who are participating and accurately discussing the material. Also, a handout/reading guide will be assigned to make sure the students actually do the reading and understand it. Once the unit is over, after a couple lessons I will give a test over this standard and others in that unit for formal assessment.

Advanced Prep by Teacher:

Make PPT with slides of pictures of slaves, slave quarters, their working conditions, etc.

Find an audio slave narrative for the students to read and listen to http://www.loc.gov/podcasts/slavenarratives/podcast_hughes.html

Make handout and reading guide
If teacher does not already have an attendance check sheet, they will need to make one in order to check off participating students.

Also, teacher will need to print copies of the reading guide and slave narratives.

**Procedure: Intro/Motivation:** Begin by bringing up PPT slide #16, (the picture of the slave with scars on his back). Ask students to write what they think happened to this slave, and his story behind the scars. What you think he did to have something like this done to him? What is his name? How do you think he feels? What would be the worst part about being a slave? How would you feel being judged, and enslaved just for having a different skin color? Ask students to make up their own personal narrative on the man in the picture and have them hypothesize through writing what it would be like to be this slave. What do they think his story is? Ask for details!! (Anticipatory Activity from Fisher: Visual Display).

**Step-by-step:**

1. After doing the intro, briefly show the PPT of pictures of slavery to get and keep their attention. (Anticipatory activity from Fisher: Visual display) Teacher should keep asking the students to imagine and put themselves in the position and viewpoint of the slaves. This is a fairly brutal shocking picture, which is why I used it as a visual. This picture will more than likely stick with them and make them think about the pain and suffering slaves endured (MI: Visual).
2. Hand out the supplemental slave narrative
3. Hand out the study/reading guide
4. Explain how to break down and understand text and written material and the differences between the audio they will be listening to, and the written slave narrative. Explain different kinds of informational texts and have them takes notes on the main ideas you mention.
5. Explain to the students they need to closely read/follow along with the narrative as they listen to the audio version of the slave’s real voice (18 minutes long). (MI:Verbal-Linguistic, Auditory).
6. Teacher should play the audio narrative/interview and write the Bloom’s questions on the board while they are listening/following along.  
   http://www.loc.gov/podcasts/slavenarratives/podcast_hughes.html (audio voice link).
7. After the audio is done, students will chose their own groups of 3-4 and begin filling out the reading guide using the handout of the written audio for reference (MI:Linguistic,
Interpersonal). Teacher should be walking around the room when they are reading, and answer any questions as well as check off participating students.

8. After ten minutes or so, bring their attention to the front of the board and have them write in their journals and also discuss amongst their groups, their responses to the following questions: (MI: Verbal-Linguistic, Intrapersonal).
   a. How would you describe the treatment of Fountain Hughes? (Bloom’s Knowledge)
   b. How would you classify this type of informational text? Give explanations of why you think what you do. (Bloom’s Comprehension)
   c. How would you organize this information given in the narrative and structure it in a different informative manner? In other words, what other ways of writing this could you do, other than an interview/narrative? What questions would you have asked Fountain? (Bloom’s Application)
   d. What ideas, if any, justify the white people’s treatment of slaves, just given this reading? What did you gain from this reading/audio narrative? (Bloom’s Analysis)
   e. How would you improve the writing style/format/structure of this narrative? Or do you like it the way it is? Is it more personal the way it is structured? (Bloom’s Synthesis)
   f. Why do you think the slave chose to talk about his past as a slave? What are your opinions of this narrative? (Bloom’s Evaluation)
   g. How do you analyze this piece of literature? (Bloom’s Analysis)
   h. What was the difference between the audio and the written piece? What did you like the best and why?

9. Direct attention to the front of the class again and explain that if they did not get their reading guide done, then it is homework due the next day, which will be graded in class. If they did not have time to answer all the Bloom’s questions that is ok since we had a short discussion on it (see closure).

Closure: Towards the last couple minutes of class, have a five minute class discussion and ask them to give answers to the Bloom’s questions. Teacher should also have them give examples of how literature can help people understand one another and their personal experiences. What is one interesting thing they took away from this lesson and how does it pertain to their previous knowledge and future knowledge? How did you go about breaking down the information and analyzing it?

Adaptations/Enrichment: Since there are no students that are gifted and talented in any of my classes where I am student teaching, I will only need to be doing adaptations. For the LD students and one autistic student in my classes, the audio listening and following along to the written interview/slide narrative is already ideal for their learning needs. The visuals (PPT) will also help them formulate concrete ideas of what the slaves were going through. Lastly, I will
shorten the quantity of questions on their reading guide as well as the Bloom's questions on the board.

Self-Reflection: I will measure my teaching impact and the students' learning by asking questions throughout the lesson and grading their reading guides. Also listening in on group conversations to hear who is learning/participating and who is not will help me determine who is learning and who is struggling. While walking around the room, I will also be marking off their names and putting tallies to how many questions are answered or good points are being brought up by students. This should be a good indicator of who knows what and who needs more prompting or academic attention. I will also use the reading guides to decide if we can move on with the unit, or stay and focus more on reading comprehension.

Fountain Hughes
Charlottesville, Virginia
born 1848

Interviewed by Hermond Norwood,
Baltimore, Maryland, June 11, 1949.

Hughes: Talk to who?

Norwood: Well, just tell me what your name is.

Hughes: My name is Fountain Hughes. I was born in Charlottesville, Virginia. My grandfather belong to Thomas Jefferson. My grandfather was a hundred an' fifteen years ol' when he died. An' now I am one hundred an', an' one year old. Tha's enough. [recording stops and starts again]
Norwood: You talk about how old you are Uncle Fountain. Do you, how far back do you remember?

Hughes: I remember. Well I'll tell you, uh. Things come to me in spells, you know. I remember things, uh, more when I'm laying down than I do when I'm standing or when I'm walking around. Now in my boy days, why, uh, boys lived quite different from the way they live now. But boys wasn' as mean as they are now either. Boys lived to, they had a good time. The masters di, didn' treat them bad. An' they was always satisfied. They never wore no shoes until they was twelve or thirteen years old. An' now people put on shoes on babies you know, when they're two year, when they month old. I be, I don' know how ol' they are. Put shoes on babies. Jus' as soon as you see them out in the street they got shoes on. I tol' a woman the other day, I said, "I never had no shoes till I was thirteen years old." She say, "Well but you bruise your feet all up, an' stump your toes." I say, "Yes, many time I've stump my toes, an' blood run out them. That didn' make them buy me no shoes." An' I been, oh, oh you wore a dress like a woman till I was, I [be-believe] ten, twelve, thirteen years old.

Norwood: So you wore a dress.

Hughes: Yes. I didn' wear -no pants, an' of course didn' make. boys' pants. Boys wore dresses. Now only womens wearing the dresses an' the boys is going with the, with the womens wearing the pants now an' the boys wearing the dresses. Still, [laughs]

Norwood: Who did you work for Uncle Fountain when ... ?

Hughes: Who'd I work for?

Norwood: Yeah.

Hughes: When I, you mean when I was slave?

Norwood: Yeah, when you were a slave. Who did you work for?

Hughes: Well, I belonged to, uh, B., when I was a slave. My mother belonged to B. But my, uh, but, uh, we, uh, was all slave children. An' after, soon after when we found out that we was free, why then we was, uh, bound out to different people. [names of people] an'all such people as that. An' we would run away, an' wouldn' stay with them. Why then we'd jus' go an' stay anywhere we could. Lay out a night in underwear. We had no home, you know. We was jus' turned out like a lot of cattle. You know how they turn cattle out in a pasture? Well after freedom, you know, colored people didn' have nothing. Colored people didn'have no beds when they was slaves. We always slep' on the floor, pallet here, and a pallet there. Jus' like, uh, lot of, uh, wild people, we didn', we didn' know nothing. Did' allow you to look at no book. An' there was some free-born colored people, why they had a little education, but there was very few of them, where we was. An' they all had uh, what you call, I might call it now, uh, jail centers, was jus' the same as we was in jail. Now I couldn' go from here across the street, or I couldn' go through nobody's house out I have a note, or something from my master. An' if I had that pass, that was what we call a pass, if I had that pass. I could go wherever he sent me. An' I'd have to be back, you know, when,
uh. Whoever he sent me to, they'd give me another pass an' I'd bring that back so as to show how long I'd been gone. We couldn' go out an' stay a hour or two hours or something like. They send you. Now, say for instance I'd go out here to S.'s place. I'd have to walk. An' I would have to be back maybe in a hour. Maybe they'd give me hour. I don' know jus' how long they'd give me. But they'd give me a note so there wouldn' nobody interfere with me, an' tell who I belong to. An' when I come back, why I carry it to my master an' give that to him, that'd be all right. But I couldn' jus' walk away like the people does now, you know. It was what they call, we were slaves. We belonged to people. They'd sell us like they sell horses an' cows an' hogs an' all like that. Have a auction bench, an' they'd put you on, up on the bench an' bid on you jus' same as you bidding on cattle you know.

Norwood: Was that in Charlotte that you were a slave?

Hughes: Hmmm?

Norwood: Was that in Charlotte or Charlottesville?

Hughes: That was in Charlottesville.

Norwood: Charlottesville, Virginia.

Hughes: Selling women, selling men. All that. Then if they had any bad ones, they'd sell them to the nigger traders, what they calltd the nigger traders. An' they'd ship them down south, an' sell them down south. But, uh, otherwise if you was a good, good person they wouldn' sell you. But if you was bad an' mean an' they didn' want to beat you an' knock you aroun', they'd sell you what to the, what was call the nigger trader. They'd have a regular, have a sale every month, you know, at the court house. An' then they'd sell you, an' get two hundred dollar, hundred dollar, five hundred dollar.

Norwood: Were you ever sold from one person to another?

Hughes: Hmmm?

Norwood: Were you ever sold?

Hughes: No, I never was sold.

Norwood: Always stayed with the same person. [Norwood and Hughes overlap]

Hughes: All, all. I was too young to sell.

Norwood: Oh I see.

Hughes: See I wasn' old enough during the war to sell, during the Army. And uh, my father got killed in the Army, you know. So it left us small children jus' to live on whatever people choose to, uh, give us. I was, I was bound out for a dollar a month. An' my mother use' to collect the
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money. Children wasn't, couldn' spen' money when I come along. In, in, in fact when I come along, young men, young men couldn' spend no money until they was twenty-one years old. An' then you was twenty-one, why then you could spend your money. But if you wasn't twenty-one, you couldn' spen' no money. I couldn' take, I couldn' spen' ten cents if somebody give it to me. Cause they'd say, "Well, he might have stole it." We all come along, you might say, we had to give an account of what you done. You couldn' just do things an' walk off an' say I didn' do it. You'd have to, uh, give an account of it. Now, uh, after we got freed an' they turned us out like cattle, we could, we didn' have nowhere to go. An' we didn' have nobody to boss us, and, uh, we didn' know nothing. There wasn', wasn' no schools. An' when they started a little school, why, the people that were slaves, there couldn' many of them go to school, cep' they had a father an' a mother. An' my father was dead, an' my mother was living, but she had three, four other little children, an' she had to put them all to work for to help take care of the others. So we had, uh, we had what you call, worse than dogs has got it now. Dogs has got it now better than we had it when we come along. I know, I remember one night, I was out after I, I was free, an' I din' have nowhere to go. I didn' have nowhere to sleep. I didn't know what to do. My brother an' I was together. So we knew a man that had a, a livery stable. An' we crep' in that yard, an' got into one of the hacks of the automobile, an' slept in that hack all night long. So next morning, we could get out an' go where we belonged. But we was afraid to go at night because we didn' know where to go, and didn' know what time to go. But we had got away from there, an' we afraid to go back, so we crep' in, slept in that thing all night until the next morning, an' we got back where we belong before the people got up. Soon as day commenced, come, break, we got out an' commenced to go where we belong. But we never done that but the one time. After that we always, if there, if there was a way, we'd try to get back before night come. But then that was on a Sunday too, that we done that. Now, uh, when we were slaves, we couldn' do that, see. An' after we got free we didn' know nothing to do. An' my mother, she, then she hunted places, an' bound us out for a dollar a month, an' we stay there maybe a couple of years. An', an' she'd come over an' collect the money every month. An' a dollar was worth more then than ten dollars is now. An' I, an' the men use' to work for ten dollars a month, hundred an' twenty dollars a year. Use' to hire that-a-way. An', uh, now you can't get a man for, fifty dollars a month. You paying a man now fifty dollars a month, he don' want to work for it.

Norwood: More like fifty dollars a week now-a-days.

Hughes: That's just it exactly. He wants fifty dollars a week an' they ain' got no more now than we had then. An' we, no more money, but course they bought more stuff an' more property an' all like that. We didn' have no property. We didn' have no home. We had nowhere or nothing. We didn' have nothing only just, uh, like your cattle, we were jus' turned out. An' uh, get along the best you could. Nobody to look after us. Well, we been slaves all our lives. My mother was a slave, my sisters was slaves, father was a slave.

Norwood: Who was you father a slave for Uncle Fountain?

Hughes: He was a slave for B. He belong, he belong to B.

Norwood: Didn't he belong to Thomas Jefferson at one time?
Hughes: He didn' belong to Thomas Jefferson. My grandfather belong to Thomas Jefferson.

Norwood: Oh your grandfather did.

Hughes: Yeah. An', uh, my father belong to, uh, B. An', uh, an' B. I don' know how I'm living. None, none of the rest of them that I know of is living. I'm the oldes' one that I know tha's living. But, still, I'm thankful to the Lord. Now, if, uh, if my master wanted sen' me, he never say, You couldn' get a horse an' ride. You walk, you know, you walk. An' you be barefooted an' col'. That didn' make no difference. You wasn' no more than a dog to some of them in them days. You wasn' treated as good as they treat dogs now. But still I didn' like to talk about it. Because it makes, makes people feel bad you know. I could say a whole lot I don' like to say. An' I won't say a whole lot more.

Norwood: Do you remember much about the Civil War?

Hughes: No, I don' remember much about it.

Norwood: You were a little young then I guess, huh.

Hughes: I, uh, I remember when the Yankees come along an' took all the good horses an' took all the, threwed all the meat an' flour an' sugar an' stuff out in the river an' let it go down the river. An' they knowed the people wouldn' have nothing to live on, but they done that. An' thats the reason why I don' like to talk about it. Them people, an', an' if you was cooking anything to eat in there for yourself, an' if they, they was hungry, they would go an' eat it all up, an' we didn' get nothing. They'd just come in an' drink up all your milk, milk. Jus'do as they please. Sometimes they be passing by all night long, walking, muddy, raining. Oh, they had a terrible time. Colored people tha's free ought to be awful thankful. An' some of them is sorry they are free now. Some of them now would rather be slaves.

Norwood: Which had you rather be Uncle Fountain? [laughs]

Hughes: Me? Which I'd rather be? You know what I'd rather do? If I thought, had any idea, that I'd ever be a slave again, I'd take a gun an' jus' end it all right away. Because you're nothing but a dog. You're not a thing but a dog. Night never comed out, you had nothing to do. Time to cut tobacco, if they want you to cut all night long out in the field, you cut. An' if they want you to hang all night long, you hang, hang tobacco. It didn' matter bout you tired, being tired. You're afraid to say you're tired. They just, well [voice trails off]
Slave Narrative Reading Guide—7th Grade English/LA

Name: __________________________

Date: ______________

Period/Class: ________

Directions: Read/follow along with the slave’s interview that we listened to in class and then answer the following questions.

1. How is this literature writing piece structured? What kind of format does it have?

2. What is the slave’s name? Where was he from?

3. Why does the slave talk like he does? What is the significance of his speech? What words gave you trouble? What were the words that you were able to figure out using context clues or other knowledge?

4. To you, what is the worst part about the slave’s experience and his shared memories? Why?

5. Does this interview—like style/format help you gain more knowledge about slavery? (Why or why not?) In other words, how does the structure of this text aid in your understanding of what it was like being a slave?

6. What is one new thing you learned from this lesson or personal slave narrative?
Slavery in the U.S.

An Introduction
The Slave Trade Route: Where It All Began

Between 1650 and 1860, approximately 10 to 15 million enslaved people were transported from western Africa to the Americas. Most were shipped to the West Indies, Central America, and South America.
The Slave Ships: A Journey to Slavery
The Slave States

[Map of the United States c. 1860 showing slave and free states.]

States with Highest Percentage of Slave Populations:

- South Carolina: 57.18%
- Mississippi: 55.18%
- Louisiana: 46.85%
- Alabama: 45.12%
- Florida: 43.97%
- Georgia: 43.72%
- North Carolina: 33.35%
- Virginia: 30.75%
- Texas: 30.22%
- Arkansas: 25.52%

PA 1850 Date of Abolition
Figure 128: An old postcard entitled, "Ploughing Cotton, Columbus, Ga.," captures the image of Black children and adults working in cotton fields. White overseers stand at the end of the rows.
White People’s Slave Plantation
....Compared to Slave Quarters
The Chains of Slavery
The Chains of Slavery
The Face of a Disconcerted Slave
The Scars Say It All
The Scarred Past: Their Living Proof
$1200 TO 1250 DOLLARS! FOR NEGROES!!

THE undersigned wishes to purchase a large lot of NEGROES for the New Orleans market. I will pay $1200 to $1250 for No. 1 young men, and $50 to $1000 for No. 1 young women. In fact I will pay more for likely NEGROES.

Than any other trader in Kentucky. My office is adjoining the Broadway Hotel, on Broadway, Lexington, Ky., where I or my Agent can always be found.

WM. F. TALBOTT,
LEXINGTON, JULY 2, 1852.