

TAH LESSON PLAN

TITLE: SLAVERY IN THE UNITED STATES – A CULMINATING RAFT ASSIGNMENT

From Christine Antaya

GRADE: 8

LENGTH OF CLASS PERIOD: 2-3 fifty minute classes.

INQUIRY: This lesson can serve as the final assessment of what students have learned about slavery in the United States. The essential questions for this lesson should be written on the front board. They are:

1. How did slavery impact the lives of those involved?
2. What can historians learn from primary source narratives and pictures?
3. What was the life of a slave and/or a fugitive slave like?
4. How did slavery begin in the United States and why did it develop here?

CONTENT OBJECTIVE:

As a result of this lesson students will be able to:

1. summarize the lives of slaves on a plantation.
2. summarize the history of slavery in the United States.
3. analyze primary source photographs and/or documents.

LANGUAGE OBJECTIVE:

1. We will summarize events involving slavery during the 1800's.
2. We will compose a newspaper story about slavery and slaves.
3. We will describe the life of a slave as seen in primary source photographs.
4. We will discuss the completed newspaper with a family member.

MATERIALS:

1. Lap top computer cart or time in a computer lab.
2. All student materials read; notes taken and written assignments completed during a unit on slavery.

3. Teachers should identify websites that include primary sources from the era of slavery for their students to use for their news pictures. Below are several possible sites:

<http://www.sonofthesouth.net/slavery/slavery-photographs.htm>

<http://www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=moore>

<http://www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=ugrr>

<http://www.slaveryinamerica.org/scripts/sia/gallery.cgi?collection=eickemeyer>

<http://www.loc.gov.rr/print/list/082slave.html>

4. Template of a newspaper titled *The Nineteenth Century Reporter*. (copy included).

5. Exit cards (copy included).

ACTIVITIES:

1. Students will compile all materials they have read and written about slavery during our unit.

2. They will review these completed materials and act as a reporter for *The Nineteenth Century Reporter*, a Connecticut newspaper that is reporting about events during the 1850's and 1860's.

3. In this RAFT activity students will serve as reporters living in the Southern United States during the 1850's and 1860's. Students must locate 2-3 slave photographs from the chosen websites and write a news story about these pictures, along with background information which they have learned in their previous slavery lessons.

4. As a RAFT activity they must select the following:

R: Role -- news reporter

A: Audience – the citizens of Connecticut and their family members.

F: Format – newspaper story

T: Topic – Slave stories and primary source pictures.

5. Their stories and photos can be inserted onto the template of *The Nineteenth Century Reporter* as a cover story.

6. Students will ask family members to read their newspaper and record the reactions their families had to their story and record the questions they were asked, along with their own answers to the questions.

ASSESSMENT: Students will share their stories with the class and also share it with family members at home. They will then record the reactions that their families had to the story, along with the questions which family members asked about their stories. The teacher will then grade the completed newspaper and family responses.

CT. GRADE LEVEL EXPECTATIONS:

1. Interpret information from a variety of primary and secondary sources.

2. Explain how specific individuals and their beliefs influenced American History.
3. Prepare a descriptive report on a social studies topic and use visual forms of evidence.

NAME: _____ PERIOD _____

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WORLD TO OUR SUBSCRIBERS.*

TODAY'S DATE: _____

THE NINETEENTH CENTURY REPORTER

SLAVERY IN OUR COUNTRY
REPORTED BY:

INSERT A PHOTOGRAPH HERE

