

TEACHING AMERICAN HISTORY PROJECT

“A Statement on Slavery!!”

Grade – 11th U.S. History

Length of class period – 50 min class

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- How did slavery become a national problem?

Objectives (What content and skills do you expect students to learn from this lesson?)

- analyze primary source documents
- interpret biases
- synthesize demographic responses
- evaluate a historical event
- develop a historical perspective based on historical character

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- section of Fugitive Slave Act of 1850
- section of *The Meaning of July Fourth for the Negro (5 July 1852)* by Frederick Douglass

Activities (What will you and your students do during the lesson to promote learning?)

- The class will break into (5) groups and be assigned a demographic group
- Southern Plantation owners
- Northern Manufacturers
- Neutral Northerners
- African American freedmen
- Anti-slavery Abolitionists (men and women)

*** The class should have prior knowledge of each group (ideology, characteristics, etc...) from previous classes***

- The teacher will pass out a copy of the Fugitive Slave Act for each group to read. Each group will then discuss and reflect in a group their response to the document keeping in character as much as possible.
- The teacher will then pass out an excerpt of *The Meaning of July Fourth for the Negro (5 July 1852)* by Frederick Douglass and the groups will then discuss and reflect.

- Each group will then prepare a public statement on the issue of slavery that they will deliver to the class. Students are allowed to use their textbooks and notes to help create their statement. The statement must include the group's responses to each of the documents and what should be done about the growing issue of slavery.
- The class will then conclude the assignment by discussing any issues brought up in the class discussions.

How will you assess what student learned during this lesson?

- Students will be assessed on their written responses in their group after each document. Students will be expected to draw connections on their group responses with historical facts that they have obtained through earlier assignments and readings in the class. Additionally, their public statement must contain historical facts.

Connecticut Framework Performance Standards –

- use primary source documents to analyze multiple perspectives
- formulate historical questions and hypotheses from multiple perspectives, using multiple sources
- evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias
- describe the multiple intersecting causes of events
- demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past