

<p>Day1</p> <p>Standard:SS.08.HS.06.0S</p> <p>Show "Roots" the movie</p> <p>Discussion questions on White views of blacks, conditions of middle passage and the impact on the African community.</p>	<p>Day2</p> <p>Standard:SS.08.HS.06.0S</p> <p>Finish Roots</p> <p>Discussion questions on White views of blacks, conditions of middle passage and the impact on the African community.</p>	<p>Day 3</p> <p>Standard:SS.08.HS.06.0S</p> <p>Introduction to slavery</p> <p>Define slavery</p> <p>Trace routes</p> <p>Compare slavery in the US to slavery in Africa and the Middle East</p> <p>taking notes</p> <p>Filling in a map</p>
<p>Day4</p> <p>Standard:SS.08.HS.06.0S</p> <p>Finish the map</p> <p>Reading on the justifications of slavery from a European perspective</p> <p>Answering reading questions</p> <p>Doing calculations to understand the magnitude of slaves taken from Africa</p>	<p>Day5</p> <p>Standard:SS.08.HS.06.07</p> <p>Film: Roots of Resistance The story of the Underground Railroad</p> <p>Objective: Students understand justifications of slavery.</p> <p>Students have a visual of plantation life.</p> <p>Students see that despite slavery culture and community arose amongst slaves.</p>	<p>Day6</p> <p>Standard:SS.08.HS.06.07</p> <p>Film: Roots of Resistance The story of the Underground Railroad</p> <p>Objective: Students understand justifications of slavery.</p> <p>Students have a visual of plantation life.</p> <p>Students see that despite slavery culture and community arose amongst slaves.</p>
<p>Day7</p> <p>Standard: SS.08.HS.06.07</p> <p>Resistance</p> <p>Show image of slave marriage ceremony</p> <p>Define resistance</p> <p>Fill out a table with several different types of Resistance</p> <p>Objective: Students will understand that slaves were active and not passive about taking back some of their freedom</p>	<p>Day 8</p> <p>Standard: SS.08.HS.06.07</p> <p>Role Play</p> <p>Students will break into groups of 5. Each will be a member of an enslaved family that wants to resist slavery. Students debate based on their characters and the family comes to a final decision.</p> <p>Reflection Questions</p> <p>Objective: Students will see that resistance can take on several forms. Students will see the difficulty in choosing a path of resistance</p>	<p>Day 9</p> <p>Standard: SS.08.HS.06.07</p> <p>Passive Resistance</p> <p>Read aloud & discuss as a class</p> <p>Answer questions</p> <p>Brain pop on Slavery</p> <p>Answer questions</p> <p>Objective: Students will learn more forms of resistance.</p> <p>Students will understand the risks in choosing resistance.</p>
<p>Day 10</p> <p>Standard: SS.08.HS.06.06</p> <p>Film: Freedom Land: Canada and the Underground Railroad</p> <p>Students will see the new challenges once slaves reached freedom. Students will learn about more abolitionists like John Brown.</p> <p>Questions during film</p>	<p>Day 11</p> <p>Standard: SS.08.HS.06.06</p> <p>Finish Film</p> <p>Students will see the new challenges once slaves reached freedom. Students will learn about more abolitionists like John Brown.</p> <p>Questions during film</p>	<p>Day12</p> <p>Standard: SS.08.HS.06.06</p> <p>Abolitionists</p> <p>Students will watch a brain pop with questions about Frederick Douglas.</p> <p>Students will read through songs that slaves sang and recognize their codes about escape.</p>

Day 13 Standard:SS.08.HS.06.06 Review with Slavery themed Jeopardy Game and Makeup	Day 14 Standards:SS.08.HS.06.0S,SS.08. HS.06.06, SS.08.HS.06.07 Review With Slavery Themed Bingo Game	Day 15 Standards:SS.08.HS.06.0S,SS.08. HS.06.06, SS.08.HS.06.07 Unit Test
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Unit Learning Goals and Standards

Unit Goals

1. Students will know that slavery was justified by the view that Africans were inferior to whites and created to serve whites.
2. Students will describe the terrible conditions of middle passage and the route of the slave trade.
3. Students will understand that slaves were active, not passive, beings in regards to resistance.
4. Students will identify several abolitionists and their contributions to resisting slavery.

Standards

SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.

SS.08.HS.06.06 Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Slavery Lesson 1

Eighth Grade

Duration: 50 minutes

Class Social Studies

Students: 31

Standard: SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.

Goals:

1. Students will know that slavery was justified by the view that Africans were inferior to whites and created to serve whites.
2. Students will describe the terrible conditions of the middle passage and the route of the slave trade.

Objectives:

1. Identify that slaves were thought of as property or animals rather than people.
2. Describe the conditions of middle passage.
3. List the human rights violations that slaves endured.

Materials: worksheet with questions, DVD player, DVD of Roots the television series

Differentiation: Providing a film caters to visual learners and English Language Learners. The worksheet will guide all students toward what to focus on in the film.

Procedure:

1. Introduce the film and hand out the worksheet. Warn students that some of the scenes may make them uncomfortable, but the film was made to portray what was happening at the time. (Students are listening and may have questions)
2. Play the movie at the beginning of the capture of Kunta Kinte.
3. Pause the film to discuss key moments and important concepts. (Students are watching the film and writing the answers to the worksheet questions.)
4. Collect the worksheets at the end of class

Name_____

Roots Questions

Please answer in complete and thoughtful sentences

1. What is ironic about Kunta's capture? Who is helping to capture him?
2. How does Mr. Slater treat the Africans? Explain
3. How does the family react to Kunta's kidnapping? Why?
4. Describe the conditions of the middle passage (the part of the ship that the Africans are kept in)
5. What is Mr. Slater concerned with when one of the Africans die?
6. How are the women treated on the ship?
7. What does Kunta's dream symbolize?
8. What is the plan to escape?

Slavery Lesson 2
 Eighth Grade
 Duration: 50 minutes
 Class: Social Studies

Standard: SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.

Objectives:

1. To define the term “slavery”
2. To identify the characteristics of slavery for Africa, the Middle East, and the Americas.
3. To map origins and destinations of African Slaves.
4. To explain the legal and illegal means of enslavement

Materials: Keynote with vocabulary and slavery notes, paper, Africa map, student handout 1

Differentiation: Providing a vocabulary list to help my ELL students understand the reading. Including a map, a visual tool to cater to different learning styles and helps students visualize where the trade occurred.

Teacher	Students	Time
Ask students to define slavery. Write their explanations on the white board	Raising hands to give their definition of slavery	5 minutes
Distribute handout 1 Display a keynote with vocabulary that students may struggle with	Read the handout silently Checking the board for terms that they do not understand Raising their hands if a term is unlisted that they do not know	15 minutes
Have students get out paper and pencil Go through slides with the definition of slavery from the reading and have students copy it down	Gathering materials Writing	10 minutes
Open a chart in the keynote ask students to list the differences between slavery in Africa & the Middle East and slavery in America Give prompts to help	Scanning handout Raising their hands with information to share Objecting when they disagree with other classmates	10 minutes
Distribute blank maps Direct students to the countries I want them to label on the handout Post the slide with a map of Africa	Moving closer to the board to copy countries onto their map.	10 minutes

Slavery Lesson 3
 Eighth Grade
 Duration: 50 minutes
 Class: Social Studies

Standard: SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.

Objectives:

1. To define the term “slavery”
2. To identify the characteristics of slavery for Africa, the Middle East, and the Americas.
3. To map origins and destinations of African Slaves.
4. To explain the legal and illegal means of enslavement

Materials: Keynote with vocabulary and slavery notes, paper, Africa map & chart, student handout 2
 Differentiation: Providing a vocabulary list to help my ELL students understand the reading. Including a map, a visual tool to cater to different learning styles and helps students visualize where the trade occurred. Making calculations may challenge star students. Pairing the students on calculations balances ability.

Teacher	Student	Time
Allow students to finish or absent students to start filling out the African map	Coming closer to label countries	5 minutes
Distribute Student Handout 2 for students to read silently Post keynote with vocabulary	Reading, checking for words that they do not understand	15 minutes
Instruct students to use the same paper with yesterday’s notes. Post Questions with page numbers for students to answer	Scanning the reading Answering questions Asking for help when confused or having trouble with an answer	20 minutes
Distribute Graph 1 and Graph 2 Working in pairs have students to calculate and average yearly number of slave imports to the Americas based on the numbers given in graph 2 Allow students to select the time period	Adding Subtracting Dividing Getting calculators	10 minutes

Slavery Lesson 4

Eighth Grade

Duration: 50 minutes

Class: Social Studies

Standard: SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Objectives:

1. Students will define the justifications of slavery.
2. Students will have a visual of plantation life as a result of viewing the film.
3. Students will recognize that despite the hardship of slavery, culture and community arose amongst slaves.

Materials: Movie question sheet, writing utensil, film: Roots of Resistance: The Story of the Underground Railroad

Differentiation: Providing a film caters to visual learners and English Language Learners. The worksheet will guide all students toward what to focus on in the film.

Procedure:

1. Introduce the film and expectations of appropriate behavior. (Students volunteer examples of proper conduct during a film. Students volunteer the benefits of watching films over doing a reading)
2. Play the PBS documentary (Students are watching attentively listening for answers to their worksheets)
3. Pause the film to discuss key concepts (Students are raising questions and expressing their feelings about slavery)
4. Collect the worksheets at the end of class

Road to Resistance

1. One in _____ people were slaves.
2. What three founders of the country owned slaves?
3. What belief justified slavery?
4. Where were slaves sold who tried to run away from Somerset Place?
5. What was the purpose of Sunday slave meetings?
6. How did white people respond to Nat Turner's sermon? How did blacks?
7. How long did Turner's rebellion last?
8. What were some of the consequences of Nat Turner's rebellion?
9. What teaching did the Bible have that conflicted with slavery?
10. How many slaves were estimated to succeed in escaping?
11. What was the purpose of the Underground Railroad?
12. What line did slaves have to cross to be free?
13. What did one lantern mean? Two lanterns?
14. What did blacks in the north do to protect themselves after the Fugitive Slave Law passed?
15. Who was William Parker?
16. Who were considered citizens in 1857?
17. Why were blacks turned away from fighting in the Civil War?
18. What was the new goal of blacks after gaining freedom?

Slavery Lesson 5
 Eighth Grade
 Duration: 50 minutes
 Class: Social Studies

Standard: SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Objectives:

1. Students will understand that slaves were actively taking back their freedom.
2. Students will define resistance.
3. Students will identify 4 out of 8 of the categories of resistance.

Materials: Image of jumping the broom, paper, Categories of resistance handout, Keynote slides with definitions of the categories of resistance.

Differentiation: The warm-up image will help students, especially IEP and ELLs to have a visual reference of resistance.

Teacher	Students	Time
Place warm-up image on the document camera. Have students to write down what they think it means	Thinking Writing	5 minutes
Solicit students for guesses Explain the image and inform students that this was a slave wedding ceremony Ask for student definitions of resistance write class definitions on the board	Guessing the image Asking questions Defining resistance	10 minutes
In pairs have students list the ways they think that slaves resisted authority Regroup with a whip around for answers	Talking writing standing sitting	20 minutes
Distribute the categories of resistance handout Display slides and give examples for each category of resistance	Taking notes Asking questions	15 minutes

Slavery Lesson 6
 Eighth Grade
 Duration: 50 minutes
 Class: Social Studies
 31 Students

Standard: SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Objectives:

1. Students will understand that slaves were actively taking back their freedom.
2. Students will define resistance.
3. Students will identify 4 out of 8 of the categories of resistance.

Materials: Role Play character descriptions, paper, pencils, categories of resistance sheet, keynote with reflection questions

Differentiation: Oral and English Language learners will be aided by participating in a role-play. Start students will be given leadership roles to organize their group.

Teacher	Students	Time
Explain what a role-play is and how the situation is setup. Each student is a family of 5 that has to decide how to continue their lives, what form of resistance should they choose	Listening Asking Questions	5 minutes
Break students into groups and give them time to decide what they want to say in the discussion	Writing down thoughts and ideas	10 minutes
Start the role play, each family member has two minutes to speak uninterrupted Stop students and get the report of the family decisions	Debating Discussing Reporting	15 minutes
Back to assigned seats. Post keynote slide with reflection questions	Answering questions	20 minutes

Slavery Lesson 7
Eighth Grade
Duration: 50 minutes
Class: Social Studies
31 Students

Standard: SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Goals

1. Students will understand that slaves were active, not passive, beings in regards to resistance.
2. Students will describe the terrible conditions of middle passage and the route of the slave trade.

Objectives

1. Students will learn more passive forms of resistance.
2. Students will understand that running away was risky and why.
3. Students will list the three countries and goods in triangular trade.

Materials: Passive Resistance reading and worksheet, brainpop movie, projector, pencils

Differentiation: The class will read aloud to help ELL and IEP students. We will discuss new concepts and vocabulary. The brain pop provides a cartoon image to help students to understand slavery.

Teacher	Students	Time
Distribute Materials announce that we will be popcorn reading each person reads a paragraph and then calls on the next person	Reading aloud picking on friends stopping when they have questions	20 minutes
Pass out the worksheet	Scanning the reading for answers Writing answers	15 minutes
Watch the brain-pop	Watching	5 minutes
Re-watch this time pausing for the answers	Watching and writing	10 minutes

Name _____

Passive Resistance

Why was resistance born?

List the five options slaves had when they ran away

1.

2.

3.

4.

5.

Define Maroon societies. Who governed them? What types of places were they in?

How did Native tribes help slaves?

What did some Mulattos do to escape slavery?

What is petit marronage? List two goals of petit marronage.

What were the minds of slaves compared to? How did this aid slaves in avoiding the whip?

How did slaves running away affect their masters?

Who and what did slaves need to consider before running away?

What dangers face runaway slaves?

Slavery Lesson 8
 Eighth Grade
 Duration: 40 minutes
 Class: Social Studies
 31 Students

Goals

1. Students will identify several abolitionists and their contributions to resisting slavery.
2. Students will understand that slaves were active, not passive, beings in regards to resistance.

Objectives:

1. Students will list three contributions of Frederick Douglas to the abolitionist cause.
2. Students will recognize songs as another method of resistance.
3. Students will recognize code words within songs and their meaning.

Standards

SS.08.HS.06.06 Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

Materials: Slavery Song Sheet and Questions, Frederick Douglas Brain Pop, Projector, Computer, Internet writing utensils

Differentiation: Visuals seem to aid student memory and helps ELL students. Reading aloud and having class discussion helps to ensure that most are participating and aids IEP students and ELLs who may struggle reading independently.

Teacher	Students	Time
Distribute materials Read songs aloud Discuss the answers as a class	Reading Listening Writing Asking Questions	20 minutes
Have students to answer the last question on their own	Reading Writing	5 minutes
Watch the brain pop of Frederick Douglas twice, the second time pausing to help students get answers	Watching Listening Writing Handing in work sheet to the basket	15 minutes

Name _____

Refer to the song sheet to answer the following questions.

Follow the Drinking Gourd

Background: A one-legged sailor, known as Peg Leg Joe, worked at various jobs on plantations as he made his way around the South. At each job, he would become friendly with the slaves and teach them the words to the song, Follow the Drinking Gourd. Each spring following Peg Leg Joe's visit to these plantations, many young men would be missing from those plantations.

Peg Leg Joe's plantation visits focused on the area north of Mobile, Alabama, around 1859. The escape route travelled north to the headwaters of the Tombigbee River, through the divide, and then down the Tennessee River to the Ohio River. To guide the slaves along the way, the trail was marked with the outline of a human left foot and a round circle in place of the right foot.

What time of year is the song referring to "When the sun comes back?"

What is the drinking gourd?

Who is the old man?

What is the great big river?

Steal Away

Background: This was sung by Nat Turner, the preacher who led slaves in a 36 hour revolt.

What is this song alerting slaves to?

Why would this song be secretive?

Swing Low Sweet Chariot

Background: This was sung by Harriet Tubman. Harriet was a conductor, nurse, spy and lookout to the Underground Railroad.

What is the chariot referring to?

Who are the friends that need to be alerted?

What is heaven referring to?

The Gospel Train's A' Comin'

What is the gospel train referring to?

Why is the fare cheap?

Who is welcome to come?

Wade In the Water

Chorus:

Wade in the water,

Wade in the water

children.

Wade in the water

God's gonna trouble the water

Who's all those children all dressed in
Red?

God's gonna trouble the water.

Must be the ones that Moses led.

God's gonna trouble the water.

Chorus:

What are those children all dressed in
White?

God's gonna trouble the water.

Must be the ones of the Israelites.

God's gonna trouble the water.

Chorus:

Who are these children all dressed in
Blue?

God's gonna trouble the water.

Must be the ones that made it
through.

God's gonna trouble the water.

Chorus:

This song was sung by Harriet Tubman. What do you think it was used for? Name at least two symbols and explain what they mean.

Slavery Lesson 9

Eighth Grade

Duration: 50 minutes

Class: Social Studies

31 Students

Goals

1. Students will identify several abolitionists and their contributions to resisting slavery.
2. Students will understand that slaves were active, not passive, beings in regards to resistance.

Objectives:

1. Students will identify several human rights violations slaves endured.
2. Students will identify the fight for equality slaves had after escaping to freedom.
3. Students will learn of 3 abolitionists and their varying methods of resisting slavery.

Standards

SS.08.HS.06.06 Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

Materials: VCR, movie questions worksheet, the documentary "Freedom's Land: Canada and the Underground Railroad"

Differentiation: Providing a film caters to visual learners and English Language Learners. The worksheet will guide all students toward what to focus on in the film.

Procedure

1. Introduce the film and expectations of appropriate behavior. (Students volunteer examples of proper conduct during a film. Students volunteer the benefits of watching films over doing a reading)
2. Play the documentary (Students are watching attentively listening for answers to their worksheets)
3. Pause the film to discuss key concepts (Students are raising questions and expressing their feelings about slavery)
4. Collect the worksheets at the end of class on the second day of watching the film.

Name: _____

Freedom's Land: Canada and the Underground Railroad

For how long was Henry Bibb trying to run away?

How many million African slaves are laboring?

How was Henry's upbringing?

What were punishments for slaves who step out of line?

Why were other slaves forced to watch?

Were slaves allowed to marry?

How were slaves priced?

What song did slaves sing about the big dipper?

According to the slave fugitive law what is it classified as to offer aid to runaway slaves?

What three cities do the busiest routes pass through?

What is the Underground Railroad a symbol of?

What was Uncle Tom's Cabin about?

What does Dr. Ross dedicate his life to doing?

What was unique about Henry's story?

What does Henry do once he moves to Canada?

What was John Brown's plan?

Does being free mean being equal?

Which Canadian city is integrated?

Slavery Lesson 10
Eighth Grade
Duration: 35 minutes
31 Students

Objective:

1. To review material before the unit test.
2. Students will identify their strengths and weaknesses with their knowledge from the slavery unit.

Unit Goals

1. Students will know that slavery was justified by the view that Africans were inferior to whites and created to serve whites.
2. Students will describe the terrible conditions of middle passage and the route of the slave trade.
3. Students will understand that slaves were active, not passive, beings in regards to resistance.
4. Students will identify several abolitionists and their contributions to resisting slavery.

Standards

SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.

SS.08.HS.06.06 Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Materials: PowerPoint, projector, paper, pencil, white board, marker, prize

Procedure

1. Explain the rules of the Jeopardy Game. Students lose 5 points if their answer is not in the form of a question. I will call on the first person to raise their hand out of the three team representatives.
2. Have students to take out paper to write down information from the game that they do not know. (Students can ask me to wait so that they can write information down)
3. Keep track of points (Students are thinking and looking through notes to come up with answers)
4. Periodically announce the points of the teams. (Students cheer who are in the lead)
5. Have different groups of 3 to come up to challenge each other on the questions.
6. Reward the group that wins final Jeopardy.

Slavery Lesson 11

Eighth Grade

Duration: 35 minutes

31 Students

Objective:

1. To review material before the unit test.
2. Students will identify their strengths and weaknesses with their knowledge from the slavery unit.

Unit Goals

1. Students will know that slavery was justified by the view that Africans were inferior to whites and created to serve whites.
2. Students will describe the terrible conditions of middle passage and the route of the slave trade.
3. Students will understand that slaves were active, not passive, beings in regards to resistance.
4. Students will identify several abolitionists and their contributions to resisting slavery.

Standards

SS.08.HS.06.05 Recognized and understand conditions of the African slave trade and experiences of enslaved African-Americans and "free Blacks" in the United States.

SS.08.HS.06.06 Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

SS.08.HS.06.07 Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Materials: bingo cards, definitions and answers, prizes, pencils

Procedure

1. Explain the rules of slavery bingo. I will read the definitions; students have to know the matching terms and mark them off on their boards.
2. Go through several rounds 5 squares, 4 corners, make an X and blackout. (Students are calling out bingo and redeeming prizes by showing their cards to me.
3. Reward winning students.
4. Open it up for any questions regarding the test. (Asking questions about test length and format)