

2008 History WORKS // Lesson Plan Template

Immigration and Settlement

<b>Team Members:</b>	Susan Barton, Alan D”Aurora, Melanie Garvin, Kim Roth, Anette Smith
<b>Instructional Unit:</b>	Slavery Rebellion
<b>Title of Lesson:</b>	Slavery and Abolitionists
<b>Grade Level:</b>	5th
<b>Description:</b>	This is a one week lesson exploring specific rebellions and slave accounts from history. Guided Lesson Bacon’s Rebellion, Harpers Ferry, Nat Turner, Slave Letters, Daniel Howell Hise
<b>Standards: Include Standard, Benchmark Letters, and GLI numbers</b>	People in Society Benchmark B: Interaction GLI 3: The experiences of African American under the institution of slavery.
<b>Duration:</b>	Five days

**Materials and Resources:**

**Books**

Grismer, Karl H. (1952?). *Akron and Summit County*. Summit County Historical Society, Akron, Ohio.

## **Website Resources**

Africans in America. People & Events: Bacon's Rebellion 1675 – 1676. Retrieved on 6/24/2008 from <http://www.pbs.org/wgbh/aia/part1/1p274.html>

Africans in America. People & Events: Nat Turner's Rebellion, 1831. Retrieved on 6/25/2008 from <http://www.pbs.org/wgbh/aia/part3/3p1518.html>

Bailey, Guy, Maynor, Natalie, & Cukor-Avila, Patricia. (1991). Fountain Hughes, Charlottesville, Virginia: American Folklife Center of the Library of Congress. *The Emergence of Black English*. Philadelphia: Johns Benjamins Publishing, 1991. p. 29-37. Retrieved on June 24, 2008 from <http://xroads.virginia.edu/~hyper/wpa/hughed1.html>

Bryson, Bemarda. Nat Turner's rebellion. Retrieved on June 24, 2008 from [http://lcweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field\(NUMBER+@1\(ppm sca+06789\)](http://lcweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field(NUMBER+@1(ppm sca+06789))

City of Akron, MIS Division. John Brown House – Past & Present, John Brown Portrait. Last Updated 10/14/2004. Retrieved on 6/25/2008 from <http://www.ci.akron.oh.us/Tour/JohnBrown.htm>

Conservapedia. Bacon's Rebellion: Burning of Jamestown. Retrieved on June 30, 2008 from [www.conservapedia.com/Bacon's\\_Rebellion](http://www.conservapedia.com/Bacon's_Rebellion)

Haney, B.R. Darling Nelly Gray. Entered according to Act of Congress, AD 11858 by Oliver Ditson in the Clerk's Office of the District Court of Mass. Retrieved on 6/24/2008 from [http://omp.ohio.edu/Images/Bdg/Hist1MDS/d45/994777009219.Om205\\_006.jpg](http://omp.ohio.edu/Images/Bdg/Hist1MDS/d45/994777009219.Om205_006.jpg)

Ohio Historical Society. Emancipation Celebration poster. Retrieved on 6/24/2008 from <http://omp.ohio.edu/OMP/Previews?oid=923293&count=41&results=10&ieldname=x...>

Probst, Sarah & Meighen, Audrey. William Nelson. Retrieved on June 24, 2008 from <http://omp.ohiolink.edu/Images/Bdg/Hist1MDS/d170/1041972636-5218-28410-346921-5...>

Reynolds, Mary. The American Slave, vol. 5:236-246. Dallas TX. Retrieved on June 24, 2008 from <http://xroad.virginia.edu/~hyper/wpa/reynold1.html>

Salem Historical Society. (1861). Daniel Howell Hise Photograph. 208 S. Broadway Ave., Salem, OH 44460-3004. Retrieved on 6/24/2008 from <http://omp.ohiolink.edu/OMP/NewDetails?oid=1005451&fieldname=xml&results=10&sor...>

Toler, Richard. The American Slave, Vol. 16: 97-101. . Cincinnati, Ohio. Retrieved on June 24, 2008 from <http://xroads.virginia.edu/~hyper/wpa/toler1.html>

U-S-History. Wars and Battles: Harper's Ferry. Retrieved on June 25, 2008 from <http://www.u-s-history.com/pages/h90.html>

Virginia Place. Nathaniel Bacon Picture. Retrieved on June 30, 2008 from [www.virginiaplaces.org/military/bacon.html](http://www.virginiaplaces.org/military/bacon.html)

Women in History. Sojourner Truth (Isabella Baumfree). Retrieved on June 30, 2008 from <http://www.lkwdpl.org/wihohio/trut-soj.htm>

### **Work Sheets/Materials**

- KWL Sheet – teacher created on chart paper with class
- Overhead of Slave narrative of choice
- Index cards for vocabulary activity
- PowerPoint Presentation of Slavery and Abolitionists
- Cardstock to make learning chips
- Notebook paper for journal entries
- Rope for tug-of-war activity
- Shoe boxes, poster board, etc to make diorama
- Venn Diagram template

## **Instructional Strategies:**

Warm Up: Gallery walk. Students will look at the broadside, portrait, and song Darling Nellie. Write comments on statement sheets in small groups.

Teacher Directed: Have an ex slave narrative on the overhead and students will receive a copy of the narrative. Students and teacher will fill out a KWL chart.

Small Group/Independent Practice: Groups will read a slave narrative given to them by the teacher. Groups will make a chart and list major facts presented by the narrative retold by former slaves. Groups present to the classroom and discuss to synthesize information.

Additional lessons:

Bacon's Rebellion, Nat Turner's Rebellion, and Harper's Ferry.

## **Homework and Practice:**

Homework

Students will select a character of either a Native American or Nathaniel Bacon or one of his followers as well as William Berkeley, the governor of the colony that was discussed in class. Students will write a journal entry in first person as if they were that person including defending their thoughts and feeling regard the character and his or her life. The entry will must include some basic facts and details about the person's life and time period.

Practice

Students will make word cards for the vocabulary key words in the unit. This will be vocabulary graphic organizer. Write word on center of card. Students will write a synonym and antonym and the definition of the word. Students will also draw a picture of that related to the word.

## **Word List**

Enemy  
Discontent  
Commission  
Rebel  
Unite  
Warriors  
Occaneechees  
Captives  
Allies  
Freedom  
Laws

### **Assessment Question:**

Students will demonstrate the interactions of indenture servants (poor white) and the slaves united together during Bacon's Rebellion.

From the lesson about Bacon's Rebellion demonstrate how Indentured servants and slaves worked together.

Identify two positive and two negative consequences of when slaves, indentured servants, American Indians, and English landowners interacted with each other.

4 points      Student lists two positive and two negative consequences.

Possible responses:

Positive – Races/groups could work together. Landowners were able to continue the current way of life.

Negative- Conflicts arose between groups. Fights and disrespect towards people different than themselves, bias occurred. Landowners wanted indentured and slaves to feel

hatred between different groups. The slaves and indentured servants would rise up against the landowners

3 points Student lists two positive and one negative and consequence or one positive and two negative consequences.

2 points Student lists two positive consequences, or two negative consequences, or one positive consequence and one negative consequence.

1 point Student lists only one positive consequence or one negative consequence.

0 point Student does not give a correct response.

### **Re-teach Activity:**

Using review learning chips/tokens, divide the class into two groups. Each chip has point value. The chips will be used to review the unit. Chips can also be made from cardstock if the learning chips are not available. Questions include:

What are three facts about this lesson?

How would you summarize this lesson?

What new vocabulary did you learn?

What did you find most interesting?

With the two teams they select the captain and for each questions they discuss and present their answer. The groups should include vocabulary whenever possible. Each token is worth 2 points and with each correct answer the token is given to the captain. At the end, a prize is given to the winning team such as a homework pass.

**Extension Activity:**

Students will create a 3-D model of a scene that depicts a topic from the unit. Projects should be mounted either in a shoebox or poster board no larger than 2' X 2'.

The item needs to contain the basic information about the depiction including a title and a written summary. Projects will be displayed.

**Tug-of-War**

Students will be divided into three teams. Two of these teams will be for the tug-of-war activity while the other group will discuss the possible conclusion of the activity. One team will be called the slave owners while the other side consist of slaves and indentured servants.

The observers will have to discuss why the one team may win over the other and discuss the reality of the actual events from history.