

Teacher:	Gila Yarmush				
Subject:	Social Studies: American History I	Grade:	7	Date:	

Unit:	Slavery in the US	Lesson:	Agricultural knowledge of African people
Essential Question:	How does contemporary America remember enslaved Africans?	Evidence of Data:	•
Learning Objective/s:	<ul style="list-style-type: none"> • Skill: SWBAT corroborate primary and secondary sources • Skill: SWBAT close read secondary sources • Content: SWBAT explain in writing the agricultural reasons Americans wanted to enslave Africans • Content: SWBAT begin to think about the relationship between slavery and racism 		
Aim:	Why did the Americans enslave people from Africa?		
Do Now: [5-7 minutes]	List three reasons why you think early Americans wanted to enslave people from African.	Motivation:	Many students do not realize that the enslaved Africans were highly intelligent and skilled people. Many students do not realize the enslaved Africans came from complex societies. This lesson works towards changing that misconception, helping students realize that the early Americans wanted African people as slaves for a number of reasons, some of which were for their unique skills and knowledge.

Content Standards: United States History Content Standards for Grades 5 -12	Era 1 Three Worlds Meet (Beginnings to 1620) Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450 Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples Era 2 Colonization and Settlement (1585-1763) Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean	Common Core Learning Standards: CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Common Core Instructional Shift: Shift 3: Staircase of Complexity Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading. Shift 5: Writing from Sources Writing emphasizes use of evidence from sources to inform or make an argument. Shift 6: Academic Vocabulary Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Mini – Lesson (Teacher Centered): [5-10 minutes]	<p>Class: Go over DO NOW—answers might be based on inferences students make as to why the early Americans preferred not to enslave Native Americans</p> <p>Teacher/s: Explain the aim—</p> <ul style="list-style-type: none"> Review previous lesson- the reasons the early Americans wanted to find an alternative slave labor force to Indentured Servants and Native Americans <p>Students: Share out answers</p> <p>Teacher/s: Ask students why did the Americans not take other Europeans or Asians and enslave them? Today we are going to be starting to answer that question.</p>
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Procedure/Activities (Student Centered):

In partners students will take turns reading the four documents. In total, each student will read two documents out loud their partner. The reader will read out loud and both students will annotate the text as it is being read. After the reader has finished reading, the partners will discuss the answer to the questions and record their answers.

- Partner 1: will read document I
- Partner 2: will read document II
- Partner 1: will read document III
- Partner 2: will read document IV

After the pairs have finished reading the four documents they will discuss the long answer questions and jot down notes based on the discussion.
Students will not record their answers the long answer questions at this point.

Teacher/s will circulate the room and listen to the students ideas
Teacher/s will assist students with guiding and redirecting questions when necessary

Summary (Exit slip/ Questions) [5-7 minutes]	Based on today’s documents, what agricultural skills did the enslaved Africans have that made the early Americans prefer them as slaves as opposed to another group of people?
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Homework [3 mins]	Answer the long answer question
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Materials/Resources	White board markers, documents + questions packets, writing utensil
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ICT Model:	<input type="checkbox"/> Team Teaching <input type="checkbox"/> Parallel Teaching <input type="checkbox"/> Station Teaching <input type="checkbox"/> One teach, one assist <input type="checkbox"/> Alternate Teaching <input type="checkbox"/> One teach, one observe
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Differentiation and Tiered Instructional Strategies		
<input type="checkbox"/> Materials at varied readability levels <input type="checkbox"/> Supplementary materials based on student interest <input type="checkbox"/> Varied teaching modes <input type="checkbox"/> Anchor activities (Sponge activities) <input type="checkbox"/> Compacting <input type="checkbox"/> Tiered activities <input type="checkbox"/> Portfolios <input type="checkbox"/> DOK Questioning	<input type="checkbox"/> Flexible use of time <input type="checkbox"/> Video/audio notes (visual/verbal learners) <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Based Learning <input type="checkbox"/> Stations <input type="checkbox"/> Cooperative learning <input type="checkbox"/> Multiple Entry <input type="checkbox"/> Four Corners	<input type="checkbox"/> Use of contemporary technology <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Learning contracts <input type="checkbox"/> Literature Circles <input type="checkbox"/> Pair Grouping <input type="checkbox"/> Think, Pair, share <input type="checkbox"/> Workshop Model <input type="checkbox"/> Models of tasks at different levels <input type="checkbox"/> Others, specify

Grouping:

Reflection

Name: _____
Class Section: _____

Date: _____

Enslaved Africans and African Crops

Document I:	Vocabulary:
<p>Out of Africa Africans were enslaved in all the colonies. However, the Southern Colonies relied especially on the labor of enslaved Africans. Many of these people had been captured in war. Others were kidnapped in raids. Slave traders often marched captives many miles to the African coast. Many Africans died on these forced marches. When they finally arrived at the coast, captives were put in holding pens. There, they waited for shipment to the Americas. ... Most of the slaves in the Southern Colonies worked in the fields. Field work was backbreaking. Most Africans came from farming villages. But working as a slave was different.</p> <p><i>One Nation Many People: The United States to 1900</i> is a US History textbook used by students in schools across the country.</p> <p>Garcia, Juan et al. <i>One Nation Many People: The United States to 1900</i>. n.p.: Globe Fearon: Pearson Learning Group, 1995.</p>	<p>captured: taking without permission. Stealing but the word is usually used when talking about people</p> <p>raids: attack</p> <p>holding pens: a fenced in area</p> <p>backbreaking: very hard, exhausting, work</p>

1. What type of book does this excerpt come from?
2. Who is this text intended for?
3. What does the word “but” in the last sentence imply to the reader?
4. Based on this document, why did American slave masters want enslaved Africans instead of Native Americans or other Europeans?

Document II:

55 PRIME NEGROES,
Accustomed to the culture of Rice.
By LOUIS D. DeSAUSSURE.
On Wednesday, 21st January, 1857, at *Ryan & Sons Lot*
will be sold in families, at 11 o'clock, A. M., in the city of Charleston, *Chalmers Street*
An uncommonly prime gang of Rice-Field Negroes.

CONDITIONS :—One-third Cash. Balance by Bond, payable in two equal annual Instalments, with interest, payable annually from day of sale, to be secured by a mortgage of the property, and approved personal security. Purchasers to pay for papers.

Nos.	Ages.		Nos.	Ages.	
1 John	50	trusty driver, full hand.	30 Taggy	40	3-4 hand <i>boathand</i>
2 Mary	40	prime	31 Juba	50	1-2 hand, plantation cook
3 June	20	"	32 Tenah	22	prime
4 Paddy	16	3-4 hand, cart boy <i>knock the</i>	33 Infant	6 months	

This is an advertisement from a slave auction in Charleston, South Carolina. It would have been posted in public places around the city that attracted large amounts of people.

1. What type of document is this?

2. Who is this text intended for?

3. What skill does the text emphasize about the enslaved Africans being put up for sale?

4. Based on this document, why do the American slave masters want African people as slaves?

Document III	Vocabulary:
<p>One source of [the economic] incentive [to promote slavery] was indigo.... Even more important, rice—the cultivation of which was first introduced by Africans who had produced the crop in their homelands—would prove to be a major source of wealth for planters in the South Carolina and Georgia country.</p> <p>Beeman, Richard. <i>Plain, Honest Men: The Making of the American Constitution</i>. New York: Random House Trade Paperbacks, 2010.</p> <p><i>Plain, Honest Men: The Making of the American Constitution</i> is currently considered to be the most complete and up-to-date work about the Constitutional Convention.</p>	<p>incentive: motivation indigo: a plant that is used to make a blue dye cultivation: growing</p>

1. Where does this excerpt come from?

2. Who is this text intended for?

3. What was the most important crop to the Southern economy?

4. Based on this text, why did American slave masters want enslaved Africans instead of Native Americans or other Europeans?

Document IV:	Vocabulary:
<p>The Demand for Africans The first Europeans to explore Africa were the Portuguese during the 1400s. Initially, Portuguese traders were more interested in trading for gold than for captured Africans. ... Europeans saw advantages in using Africans in the Americas. First, many Africans had been exposed to European diseases and had built up some immunity. Second, many African had experience in farming and could be taught plantation work...</p> <p><i>World History: Patterns of Interaction</i> is a world history textbook used by students in high schools across the country.</p> <p>Beck, Roger B. et al. <i>World History: Patterns of Interaction</i>. Teacher's Edition ed. n.p.: Houghton Mifflin Harcourt Publishing Company, 2012.</p>	<p>Initially: at first captured: taking without permission. Stealing but the word is usually used when talking about people</p>

1. What type of book does this excerpt come from?

2. Who is this text intended for?

3. What does the word “and” in the last sentence imply to the reader?

4. Based on this text, why did Americans slave masters want enslaved Africans instead of Native Americans or other Europeans based on this text?

Name: _____

Date: _____

Class Section: _____

Homework

Writing: Answers must be 5-7 complete sentences. Make sure to explain your ideas.

1. Based only on the first textbook excerpt how would a reader view the skills of African people? Why?

2. Based on Documents II, III, IV, what is a more accurate understanding of the skills of African people? Cite at least two documents in your answer.

3. Why might a US History textbook craft its sentences in a such a way that lead the reader to think one thing about African people but a World History textbook crafts its sentences in such a way that lead readers to the opposite conclusion?

Works Cited:

1. "55 Prime Negroes, Accustomed to the Culture of Rice. By Louis D. De Saussure." 1857. Accessed August 18, 2016. http://library.duke.edu/digitalcollections/eea_B0321/.
2. "Examining Slave Auction Documents." Accessed August 24, 2016. <http://www.teachingushistory.org/lessons/ExamSlave.html>.
3. "Slaves for Sale." Accessed August 24, 2016. <https://www.pinterest.com/pin/380835712209846437/>.
4. Beck, Roger B. et al. *World History: Patterns of Interaction*. Teacher's Edition ed. n.p.: Houghton Mifflin Harcourt Publishing Company, 2012.
5. Beeman, Richard. *Plain, Honest Men: The Making of the American Constitution*. New York: Random House Trade Paperbacks, 2010.
6. Garcia, Juan et al. *One Nation Many People: The United States to 1900*. n.p.: Globe Fearon: Pearson Learning Group, 1995.