

Social Studies Grade 10

Course: United States History I

NJ Core Curriculum Content Standard(s): 6.1.8.C.2.a, 6.1.8.C.2.c

Objective(s):

The students will be able to:

- Compare and contrast freedom and slavery.
- Define Middle Passage.
- Determine how a free person can be reduced to slavery.
- Describe the effects slavery had on the enslaved individuals.
- Analyze primary source accounts of slave life.
- Explore the traumatic experiences that required the enslaved to develop the resources to survive under a constant state of oppression.

Content/Concept:

- Slavery
- The Middle Passage
- Slavery's Dehumanization

Suggested Strategies/Activities:

- Introduce the lesson by having students explain what human rights are. Next, have them brainstorm a list of violations of human rights and write their responses on the board.
- Write on the board Orlando Patterson's definition of slavery: "Slavery is the permanent, violent domination of an alienated and generally dishonored person."
- Have students examine Patterson's definition and discuss what makes one a slave. Explain to students that slavery had existed in most societies including Africa prior to the development of the Atlantic slave trade. Compare and contrast chattel slavery with African internal slavery. Explain that in Africa slavery was more humane and an accepted part of the culture. Slaves in Africa often consisted of war captives, debtors, and criminals; however, if they served their sentences well could later become an accepted member of society.
- Explain that slaves did not go willingly to the New World. Have students brainstorm the methods slavers used for filling the holds of their ships with hundreds of African people. Show a clip from *Roots* depicting the capture of Kunta Kinte.
- Allow students to role-play the Middle Passage to briefly "experience" the hardships of the Atlantic crossing. Place a sheet of plywood measuring 3' x 5' on the floor to visually recreate the physical space a slave occupied during the Middle Passage. Select three student volunteers to lie down on the plywood and describe their sensations. Allow students to begin to feel the discomfort of their position then, have them roll onto their sides and explain the difference between

- “tight and loose pack”, pointing out that this was a method that slave traders sometimes used to make the business more profitable. Show a clip from *Roots* depicting Kunta Kinte and his fellow captives chained below decks. Discuss the inhumane conditions they experienced and the affects they had on the captives.
- Explain to the class what awaited slaves once they reached the Americas. Show a clip from *Roots* depicting the slave auction where Kunta Kinte is sold to a Virginia planter.
 - Divide students into groups of six and pass out a different slave narrative to each group. Students are to read their narratives and write out their first emotional response to the piece. For example, they can complete the statement, “When reading this, I feel...” or “When reading this, I think...” or “My first reaction when reading this is...” Have each group share various excerpts from their narratives depicting dehumanization, and discuss their reactions to each.

Assessments:

- Debrief: In a class discussion have students respond to the following questions: How did your body feel? Imagine you are like this for six weeks. Explain how you feel mentally.
- Have students complete a brief report detailing the conditions of the Middle Passage. Consider the following: How long was the journey? How or what did they eat? How did they relieve themselves? Did they get sick? Did they all survive? Did they rebel? What methods did they use? What happened when they reached the New World?
- Complete the following open ended question:
Contrary to widespread beliefs, slaves did not passively accept their bondage.
 - What was the difference between passive and active resistance?
 - What factors would a slave have to consider before running away, revolting or resisting in any other way?
 - What are some current examples of bondage today? What are some reasons that people may choose not to resist this bondage?
- Have students examine current newspapers or magazines for examples of dehumanization occurring in the world today. Determine if anything can be done to combat these events and be prepared to share your findings with the class.