

Title—Slavery, Here I Come! Part One (Day TWO)

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Key Words—Negro, victual, indentured servant, slave, transatlantic

Grade Level—Grade 4 or 5, Virginia Studies

Time Allotted—60 minutes

Lesson Overview Slavery, Here I Come! Part I Day 2	By becoming historians and using primary and secondary resource documents, students will explore how Africans came over on a ship, were traded for food, and gradually their descendants became slaves in less than 100 years. Students, individually or in groups, will research the arrival of the Africans in 1619, learn that some Africans became freedman, see that laws changed between 1619 and the 1660's which gradually enslaved Africans, and that by the late 1600's most Africans were enslaved. Each group will have a piece of the puzzle as the students begin unraveling the mystery.
Guiding Question	Perhaps Africans arrived as indentured servants, perhaps as slaves, but how did their descendants end up enslaved?

Learning Objectives (to be completed by the end of the second part of these lessons)

- The student will study the arrival of Africans and trace the progression of fewer and fewer rights by looking at narratives, laws, and other documents so they will report that within fifty years of arriving almost all Africans are considered slaves.
- The student will analyze documents and record change over time by creating a timeline to show how Africans' rights were taken away, including the passing of laws restricting the rights of Africans.
- The students will recall the order of events occurred by examining documents to determine the status of the Africans in Virginia.
- Students will tell the story of the first Africans in Virginia and how their descendants became enslaved by creating a movie or a timeline with the help of their teacher.

Standards of Learning & Essential Historical Skills Taught

Virginia Standards of Learning

- **VS.3e** The student will demonstrate knowledge of the first permanent English settlement in America by identifying the importance of the arrival of Africans to the Jamestown settlement.
- **US1.4c** The student will demonstrate knowledge of European explorations in North America and West Africa by identifying the location of West Africa and their interactions with traders.
- **VS.1 a, d** The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability
 - a) The student will identify and interpret artifacts and primary and secondary source documents relating to Jamestown to understand events in history.
 - d) The student will draw conclusions and make generalizations after analyzing their documents.
- **ENG4.1 b, c, d** The student will use effective oral communication skills in a variety of settings.
 - b) The student will contribute to group discussions relating to the Africans arriving as indentured servants or slaves.
 - c) The student will seek ideas and opinions of others by discussing their decisions with their classmates.
 - d) The student will use evidence to support their opinion after analyzing the documents and use that evidence to determine whether the Africans lost rights.

OAH Historical Inquiry Skills

- **Chronological Thinking**
 - Students will create a timeline with primary and secondary documents that trace the evolution of the Africans who arrived in Jamestown in 1619 which led to the enslavement of their descendants.
- **Historical Research Capabilities**
 - Students will use research given with their primary or secondary document and relate it to the African experience in Virginia.

Assessment Tool(s)

- *Slavery Windows and Mirrors* Worksheet
- Index Card for students to write date and summary

Materials/Resources

IF You Choose to Make the Movie

- *Slavery, Here I Come*, Lesson Plan Day TWO
- Slavery Lesson PowerPoint (several slides per day)
- *Slavery Windows and Mirrors* Worksheet, with extras if students finish quickly
- 2 Student Samples of *Slavery Windows and Mirrors* worksheet
- Choice of Movie or Timeline: lesson plan directions for both are given. If you choose the Movie you also need
 - Computer with PhotoStory downloaded (free download—see directions in Day 2 folder on where to find download and how to audiotape)
 - Media permission ired by your school. Sample in folder.
- Clothesline or yarn,, and 11 clothespins to hang the 11 document
- index card, one per student

- Microphone (mine was \$10 from Target)

IF You Choose to Make the Timeline

- *Slavery, Here I Come*, Lesson Plan Day TWO
- Slavery Lesson PowerPoint (several slides per day)
- *Slavery Windows and Mirrors* Worksheet, with extras if students finish quickly
- 2 Student Samples of *Slavery Windows and Mirrors* worksheets
- Choice of Movie or Timeline: lesson plan directions for both are given. If you choose the Timelline you also need
 - Clothesline or yarn
 - 11 clothespins, enough to hang the eleven documents
- index card, one per student

Teacher Notes and Preparation:

1. Teacher has a choice of 2 products that will be shared on Day THREE: Movie or Timeline. The assessment tools and the learning processes are the same; only the materials list is different. The Movie version may take more teacher time because the students will have to be audiotaped and may need extra class time be allotted, but the movie is already set up in the folder, waiting for audio.
2. All information about the movie **MUST** be read **BEFORE** you teach this lesson if this is the product you are going to use. The movie requires that **FREE** software be downloaded.
3. All Movie information is included in the **Day TWO folder entitled Movie Files**. This includes materials needed, software, media permission forms, and how-to audiotape directions.

4. **The assessment tools and the learning processes are the same.** The materials list is different. The Movie version may take more teacher time because the students will have to be audiotaped and may need extra class time be allotted, but the movie is already set up in the folder, waiting for audio.
5. **Products will not be shared until Day THREE.** One product includes the use of technology and results in a movie. The other creates a timeline that the students create with their primary documents. There is no advance preparation for this except that you need clothesline rope or yarn to make a timeline. The supplies are listed in the Audiotaping folder, along with all directions.

Primary and Secondary Documents

- Old Map with research of early slavery and how and why Africans were on the ship that was captured and sent to Jamestown, I used an 1819 one because it was very clear
- John Rolfe letter to the Virginia Company of London and Illustration of Jamestown Landing with research related to the arrival of the Africans in Jamestown
- A photo of tobacco with a letter from John Martin, a Jamestown settler, who wished to enslave Indians
- Lists of the Living and the Dead, a 1623 Virginia Census Document which shows how little respect the Africans had by the way they were listed, and to show that Governor Yeardley still retained ownership of many Africans 4 years later
- Will of Governor Yeardley will documents the ownership of Africans at his death in 1628
- King Charles I Proclamation Concerning Tobacco, which proclaimed that there would be no tobacco sales except from the British colonies, which increased the need for a steady labor supply at a time that life spans began increasing and indentured servants were dwindling
- A biography of Anthony and Mary Johnson, freed Africans who owned their own indentured servants and slaves. Pictures representing them are included
- A picture of African women and children and a law stating that slavery would be inherited through the mother
- A Virginia law stating that a master could kill his African servant and not be punished
- A Virginia court order that gave Richard Johnson, son of Anthony Johnson, and owner of 50 acres of land, no right to own land, and ordered it returned to the Virginia colony
- Runaway slave advertisement

Modifications (to meet needs of diverse learners)

- Students may be grouped individually or cooperatively. If there is a struggling reader, place him or her with someone that can help with the readability.
- **Windows and Mirrors** is a powerful teaching tool. Given more time, assign documents giving students very little annotated research and take students to the computer lab (30 minutes is sufficient) to research their documents. It can be used to teach any event, or groups of events.

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- Students could be assigned historical figures or documents. The research is as important as the learning that goes into empathizing with your document.
- The movie could be stored on iPods, and if the school has an iPod lab, it could be shared amongst teachers and/or downloaded on individual students' iPods. *Remember, this could only be done if the necessary paperwork was signed by parents allowing permission to audiotape.* To play on an iPod it will have to be saved as a MP4 file. Your technology department will most likely have to complete this step for you.
- Primary Documents could be placed on a teachers' websites so that students could access them from their homes.
- Documents and research could be formatted onto 2 different pages and students could match documents to the research.

Instructional Procedures/Process

Procedure for both *Slavery Windows and Mirrors Movie* and *Slavery Windows and Mirrors Timeline* is EXACTLY the same until the final project.

1. Quickly review yesterday's lesson by showing the Slavery Lesson PowerPoint slides 2 to 5 and remind them to think back to their decision about whether Africans arrived as indentured servants or slaves.

2. Today's research is going to answer another guiding question:

Perhaps Africans arrived as indentured servants, perhaps as slaves, but how did their descendants end up enslaved? (**PowerPoint Slide 6**)

3. Explain that each student, or group of students, will be given a piece of the puzzle. Each piece of the puzzle is related to Africans, beginning with the 20 and odd who arrived in 1619, in some way.

4. Advise students they will work in (pairs, groups, singular as teacher prefers) to analyze and read about a document (*If there were more time, they could actually research the document. SEE modifications.*).

5. Give each student a Slavery **Windows** and **Mirrors** Worksheet. Read the Slavery Windows and Mirrors Worksheet out loud.

6. Tell students as they analyze their document, they will first write the date and the type or name of document they have in the first empty text box. Then they write a summary of the article and how it related to the Africans that are in the document in the same text box. (*NOTE: If the document has a student translation that is the part of the document they should spend the most time on.*) The teacher will rotate around the room to check for understanding and explain any vocabulary that is not well-known. Allow about 10 minutes for students to analyze the document and complete the worksheet.

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7. Students next become **Windows** or **Mirrors**. Each student looks at the document s/he has examined and discusses with his or her partner what is happening in the document.

If a student is a **Window**, s/he looks at the document and describes what he or she sees in 3 – 4 sentences. If a student is a **Mirror** s/he looks at the document and *becomes* a person in the document and writes about it in 3 or 4 sentences. *There are 2 sample Slavery Windows and Mirrors worksheets in the Day TWO folder for teacher to see. If students do not understand, share the examples with the students.*

Each student continues to complete the Slavery **Windows** and **Mirrors** worksheet and writes 3 to 4 sentences acting as a **Window** or a **Mirror** in the bottom text box. Teacher rotates around the classroom as the students write to check for understanding. This will take about 15 minutes.

8. Have groups choose the best document from their group to be used in the next day's learning activity.

9. Some students finish more quickly than others, so have extra *Slavery Windows and Mirrors Worksheets* and documents for students to analyze if they complete their assignment early.

10. The teacher will need to choose whether they will make a movie or a timeline by this point. If the movie is going to be the final product, the teacher may start audiotaping as soon as the students make their choice about which document they would like as their final product. **Audiotaping directions are in the Day TWO folder in the Movie Folder.** Again, be certain that all permissions are in place if they are necessary. It is possible that the majority of the audiotaping could be completed during this block if the students are quiet enough.

Closure—The Road to Slavery

1. Explain that each part of the puzzle the students had will describe the fate of the Africans in early Virginia history. If students finish early, you may begin discussing their documents as able.

2. Take up Slavery **Windows** and **Mirrors** Worksheets.

3. If time, give students an index card and have students summarize in one or two sentences how the Africans were affected in what they examined in their documents.