

Title—Slavery, Here I Come! Part One

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Key Words—Negro, victual, indentured servant, slave

Grade Level—Grade 4 or 5, Virginia Studies

Time Allotted—60 minutes, the movie will take approximately 30

Lesson Overview Slavery, Here I Come! Part II Day 3	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

- 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)

- Timeline or Movie
- *From 1619 to Slavery* Worksheet and Answer Key

Materials/Resources (List of Annotated Primary Sources [embed or attach if possible] and Additional Materials – Teacher Guides, PPT, question frames, class worksheets/assessments, answer keys, etc)

- Timeline: will need *Slavery Windows and Mirrors* worksheet with reflections from Part I.
- *From 1619 to Slavery* worksheet, one per student
- 1 copy of Primary Documents with Research

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)

- See modifications listed in *Slavery, Here I Come Day I*
- Documents could be important into a SmartBoard notebook document and students could place in chronological order using the SmartBoard.

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- Teacher could separate documents from research, and have the students match research with the correct document. This could be complete with paper products or a matching lesson on the SmartBoard.

Instructional Procedures/Process

1. 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 the guiding question from the lesson before:

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

The Movie Lesson Version

3. Remind students of yesterday's lesson where they examined documents and explained why they were important to African American history. Show PowerPoint **slide 6** and tell them that every student yesterday analyzed a part of the puzzle that will help them understand the question of how Africans eventually became enslaved, although that was questionable in the beginning.
4. Explain that their *Slavery Windows and Mirrors* movie has had their audio inserted and their documents are in chronological (sequential) order so that they will show the progression from slave or indentured servant to definite enslavement.
5. Give each student a *From 1619 to Slavery* worksheet. Students will write an explanation of each document, either during the movie or during the discussion afterward.
6. Show movie: *Slavery Windows and Mirrors*.

The Timeline Version

3. Remind students of yesterday's lesson. Show PowerPoint **slide 6** and tell them that every student yesterday analyzed a part of the puzzle that will help them understand the question of how Africans eventually became enslaved, although that was questionable in the beginning.
4. Anchor a clothesline or yarn across the room. Have enough room to hang the 11 Slavery Documents with Research. Hand out the eleven *Slavery Windows and Mirrors* worksheets to the eleven students who were chosen to read them to the class. The documents will need be placed in chronological (sequential) order so that they will show the progression from slave or indentured servant to definite enslavement. Have students place themselves in order.
5. Give each student a *From 1619 to Slavery* worksheet. Students will write an explanation of each document, either during the creation of the timeline or during the discussion afterward.
6. Have students read their Slavery *Windows and Mirrors* worksheet reflection, one at a time, in chronological order.

7. Have a discussion about the movie [timeline]. Ask: What happened to Africans as more time passed? Answers will vary, but possible areas of discussion are:

- Slavery did not begin with Africa. Rome and Greece had slaves for centuries before the Africans became involved in the transatlantic slave trade.
- Virginia tobacco was traded in the global market, all over the world. There was a need for a reliable labor source in order to grow enough
- Africans came over from Angola but we don't know whether they were slaves or indentured servants when they landed in Jamestown because Jamestown had no laws about slavery.

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- The English tried to enslave Indians, but it was not successful, which led to the “twenty and odd Africans” were enslaved because of the lack of labor on plantations.
- Africans could gain their freedom in early Virginia but laws became stricter against Africans which will lead to all Africans being enslaved.
- (Worth repeating) All Africans eventually became slaves.

8. Tell students you are going to share the documents again, in order, so that they can write in the explanation for the documents. Tape the documents on a wall in the room in chronological order or hang on a clothesline or piece of yarn. [Not necessary if you made a timeline.]

9. Continue a discussion of the Slavery Primary and Secondary Documents that relate to Africans as they continued to live in Virginia. As documents are discussed, students should write a short explanation in their *From 1619 to Slavery Worksheet (Answer Key Included)*. Teacher should rotate to help students as they write their explanations. Answers will vary, but possible explanations are:

1. 1800's MAP—The map showed where the Africans originated. Where was that place? (*Angola in western Africa*) How do we know slavery did not begin in Africa (*It was present in Rome and Greece—facts the Virginia students studied in third grade.*)
2. 1619—John Rolfe Letter and illustration of Jamestown Landing--What did the letter from John Rolfe and the illustration Jamestown Landing show about the arrival of the first Africans? (*It showed we don't know if they arrived as indentured servants or slaves because he just stated they were traded for food.*)
3. 1622—Statements from John Martin about Indians--Why didn't the Englishmen capture Indians and enslave them? (*They escaped easily and blended into their environment. Indians knew the lay of the land.*)
4. 1623—What is different about the list of Africans in the census of 1623/1624? (*They were not given names in the census. IF they were given names, only a first name was listed. White servants and landowners and there families usually had first and last names.*)
5. 1628—Governor Yeardley's Will showed African's listed to be given to his wife. What was the status of the Africans? (*The Africans were not free 9 years after they arrived*)
6. 1630—King Charles' Proclamation Concerning Tobacco was issued so that only the colonies could grow tobacco. How did this affect the Virginia plantations? (*They needed more labor at a time that there were fewer indentured servants.*)
7. 1650—What was important about the biography of Anthony and Mary Johnson? (*As Africans, they earned or were given their freedom; they owed land; they owned indentured servants and slaves.*)
8. 1660—By 660 laws were added that made changed how a child became a slave. How did they change? (*If the mother was a slave, the child was a slave.*)
9. 1669—What was the new law regarding killing an African who was a slave? (*The new law stated that a master would not be punished if he killed an African.*)

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10. 1670—Law Regarding Anthony Johnson's land—What happened to the land that Anthony Johnson purchased and gave to his son? (*It was taken away from him because he was an African.*)
11. 1736 Slave Advertisement—This advertisement was placed in the paper when an African slave ran away. (*When the slave was found the master would give a reward*)

10. After the *1619 to Slavery Worksheet* is completely filled out ask students what they observed from 1619 to the 1700's. (*They should observe that new laws became stricter and stricter against Africans which resulted in almost all Africans becoming slaves.*)

11. Take up *1619 to Slavery Worksheets* and check for accuracy.

Closure:

Give Slavery Post TEST to students. If there is time, have students write 3 facts about the Africans coming to Virginia. The facts can be written on the back of the Post TEST to save time and paper. The first fact should relate to the Africans landing at Jamestown, the second fact should relate to the mid 1600's, and the final fact should relate to the Africans becoming enslaved.

Check Post TESTS to assess learning.