

Title – Life of a Slave

Lesson Author – Jennifer Orr

Key Words – slavery, research

Grade Level – 5/6

Time Allotted – 60 minutes

Lesson Overview	In this lesson, students will be researching what life was like in the Americas during the Transatlantic Slave Trade. At the conclusion of their research, students will work in pairs to complete a Venn Diagram comparing and contrasting the Americas.
Guiding Question(s)	What was the material life of a slave like in Brazil, Barbados, and Virginia?

Learning Objectives:

- Students will be able to analyze primary and secondary sources on the Americas (Brazil, Barbados, or Virginia).
- Students will be able to synthesize their research and complete a Venn Diagram comparing and contrasting the regions studied with a partner.

Standards of Learning & Essential Historical Skills Taught:

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:
 - a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - d) interpret ideas and events from different historical perspectives;
 - e) evaluate and discuss issues orally and in writing;
- Historical Analysis and Interpretation –
 - 3.B – Compare and contrast differing sets of ideas, values, personalities, behaviors and institutions by identifying likenesses and differences.
- Historical Research Capabilities –
 - 4.A – Formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Assessment Tool(s) –

Participation and Completion of the Life of a Slave Research Packet
Rubric for Venn diagram

Materials/Resources

- 1 Venn diagram per pair of students (**Located at end of this lesson plan**)
- Documents printed (1 set per region)
- 1 Life of a Slave Research packet for each student (**Located at the end of this lesson plan**)
- Stopwatch or Clock (10 minute rotations)
- PowerPoint (Guiding question, directions, exit activity)

Modifications (to meet needs of diverse learners) –

*Assign groups and partners based on ability level

*It could be completed as a web quest or internet scavenger hunt if preferred

Instructional Procedures/Process –

1. Open PowerPoint to review the guiding question for this lesson, and go over the directions.
2. In groups, you will be conducting research to determine the conditions African slaves lived and worked under in Brazil, Barbados and Virginia. After completing your individual research, you will get back into pairs for the final challenge – completing a Venn Diagram comparing and contrasting slave life in different regions.
3. Explain that students will be getting 10 minutes per station to investigate each primary or secondary source. Students will rotate around to each station during this period. Each pair of students can decide how to complete the work (together or individually at the stations).
4. While at each station, they should work on completing the research packet. It will be a valuable resource for completing their assessment at the end of the class period.
5. As students work on gathering their research, walk around questioning students, and prompting more in depth look at the documents if needed. Pay attention to the clock so that students have time to go to every station.
6. At the end of the rotations (40 minutes), hand out one Venn diagram per pair. Allow students to use their research packets to help guide their thinking.
7. After 15 minutes, share the Exit Activity with the class (on the PowerPoint). Allow one to two minutes to complete, and then collect research packets and Venn diagrams.

Closure –

Exit Activity on PowerPoint

Teacher Resource Page –

Includes links to the documents used for the student rotations, with a brief description of the document.

Challenge: To determine what life was like for a slave in the Americas during early colonial days.

Process: In groups, you will be conducting research to determine the conditions African slaves lived and worked under in Brazil, Barbados and Virginia. After completing your individual research, you will get back into pairs for the final challenge – completing a Venn diagram comparing and contrasting slave life in different regions.

Station 1: Background Information This station will provide you with information about the history of the Transatlantic Slave Trade. Be sure to look for the specific information in this packet, rather than reading the entire documents. If you are interested, I can provide you with the articles to read later.

- [The Newness of New World Slavery](#) - This document explores slavery in a global perspective and how slavery in New World different was different.
- [The Trans-Atlantic Slave Trade](#) – This document provides a brief overview of the trans-Atlantic slave trade.
- [Map of the African Slave Trade](#) - Map of the Atlantic slave trade
- [The Story of African Slavery: Slavery Timeline](#) - This document provides a brief timeline of African slavery from 1444 to 1936.
- [Timeline of Slave Revolts](#) - This document includes a listing and brief description of various slave revolts from 1502 to 1888.

Station 2: Slavery in South America (Brazil):

- [Sugar Works and Plantation, Pernambuco, Brazil, ca. 1640](#) - This is a map of Brazil's coast with illustrations depicting African slavery in Brazil.
- [Manioc \(Cassava\) Processing, Brazil, 19th Cent.](#) - This is an illustration of plantation life in Brazil.
- [Plantation Mill Yard and Sugar Mill, Brazil, 1830s](#) - This is an illustration of African slaves working with sugar.
- [Festival of the King, Rio de Janeiro, Brazil, late 18th cent.](#) - Colorful illustration of African female slaves dancing.
- [Human Races \(Casta Painting\)](#) – Colorful illustration of the inner mixing races in Brazil

Station 3: Slavery in the Caribbean (Barbados):

- [An Overview of Black History: South America and the Caribbean](#) - A brief history of African slave life and resistance in South American and the Caribbean.
- [Caribbean, 1662](#) - A map of the Caribbean as well as South America, Central America, and the southern part of North America circa 1662.
- [Musical Group, Brazil, 1846](#) - This image depicts a street scene with musicians.
- [Deck of Slave Ship, Jamaica 19th Cent.](#) - This picture illustrates slave traders 'polishing' African slaves.
- [Vertical-Roller Sugar Mill, British West Indies, 1840s](#) - This illustration shows African slaves working in a sugar mill.

Station 4: Slavery in North America:

- [An Overview of Black History: Early Years in the United States](#) - This document gives a description of slavery in North America in the early years.
- [The Growing New Nation](#) - This site provides a map of the slave territories in the United States. Put your cursor on any state to read further background information on slavery in that state.
- [European Settlements in North America and Caribbean, 1733](#) - This is a map of the Colonial regions of North America and the Caribbean.
- [Slave Quarters, Kingsley Plantation, Duval County, Florida, ca 1870](#) - This photograph shows emancipated Africa-Americans' dwellings.
- [Tobacco Warehouse, Richmond, Virginia, 1865](#) - This picture shows black laborers working in a tobacco warehouse.
- [Corn Shucking Virginia, 1840s](#) - This illustration depicts the social event of corn shucking among African slaves.
- [Thomas Jefferson's Farm Book](#) – These records from Thomas Jefferson's account book reveal the exact quantity of fabric, clothing, blankets, and bedding given to each of his slaves in the year 1818-1819.

Putting It All Together: In pairs, use your notes to complete the Venn diagram provided. Be sure to include as much detail as you can. Think about all aspects in the life of a slave – geography, climate, housing, clothing, type of work, treatment, festivals, religion, marriage, etc.

America on the World Stage
Transatlantic Teacher Scholars Program
Life of a Slave Student Research Packet

Name: _____

Challenge: To determine what life was like for a slave in the Americas during early colonial days.

Process: In groups, you will be conducting research to determine the conditions African slaves lived and worked under in Brazil, Barbados and Virginia. After completing your individual research, you will get back into pairs for the final challenge – completing a Venn diagram comparing and contrasting slave life in different regions.

Station 1: Background Information This station will provide you with information about the history of the Transatlantic Slave Trade. Be sure to look for the specific information in this packet, rather than reading the entire documents. If you are interested, I can provide you with the articles to read later.

Image 1:

1. Who created this source?
2. What type of source is this?
3. What powerful words and/or ideas are expressed?
4. What feelings does this source trigger?
5. What questions does it raise?

Image 2:

1. Who created this source?
2. What type of source is this?
3. What powerful words and/or ideas are expressed?
4. What feelings does this source trigger?
5. What questions does it raise?

Image 3:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What feelings does this source trigger?
5. What questions does it raise?

Image 4:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What feelings does this source trigger?
5. What questions does it raise?

Image 5:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What feelings does this source trigger?
5. What questions does it raise?

Station 2: Slavery in South America (Brazil):

Image 1:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 2:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 3:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 4:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Station 3: Slavery in the Caribbean (Barbados):

Image 1:

1. Who created this source?
2. What type of source is this?
3. What powerful language and/or ideas are expressed?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 2:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

America on the World Stage
Transatlantic Teacher Scholars Program

Image 3:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 4:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 5:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Station 4: Slavery in North America:

Image 1:

1. Who created this source?
2. What type of source is this?
3. What powerful language and/or ideas are expressed?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 2:

1. Who created this source?
2. What type of source is this?
3. What powerful language and/or ideas are expressed?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 3:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 4:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

America on the World Stage
Transatlantic Teacher Scholars Program

Image 5:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Image 6:

1. Who created this source?
2. What type of source is this?
3. What do you see that you didn't expect?
4. What does this source tell you about the life of a slave?
5. What questions does it raise?

Putting It All Together: With a partner, complete the Venn diagram provided on the next page. Be sure to include as much detail as you can, and feel free to use the notes you gathered during your investigation in class. Think about all aspects in the life of a slave – geography, climate, housing, clothing, type of work, treatment, festivals, religion, marriage, etc.

EXIT ACTIVITY:

What was one thing that surprised you to learn today? Or, what was the one thing you were most excited about learning? Why??

