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SLAVERY



An Interaction Unit Detailing the Emotional Turmoil of Slavery



WELCOME



3–5 hours of instruction

Overview An interaction unit detailing the emotional turmoil of slavery. As part of a panel, five different slaves share their stories of the terror of slavery.

The panelists include:

- Nodewa, a slave from Angola brought to Brazil by Portuguese slave traders
- Asmah, taken prisoner by a rival kingdom, was brought from Angola to the southern colonies
- Carter, born on a colonial plantation, never knew freedom
- Ruth, a slave born and raised in Georgia, endlessly serving her master
- David, raised on tobacco plantations in America, was bought and sold countless times

All students read one of the five biographies—excerpts from true slave narratives. The unit includes critical debriefing directions and two sets of slave narratives.

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ICONS KEY When you see these icons...



Answer Key
For student activities with specific objective responses, this icon directs you to the answer key.



Learning Tip
Found in the Student Guide. This directs your students to important procedures or directions.



Teaching Tip
In the margins of your Teacher Guide, these tips clarify materials or procedures.



Read or Tell
This is important information your students need for the activity. Be sure to read the passage or clearly instruct your students as stated in your Teacher Guide.



Grouping
This shows if your students work independently, in partners or in cooperative groups for each activity.



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Timing
Many activities vary in length. Use this icon to help plan your teaching time.

SLAVERY

An Interaction Unit Detailing the Emotional Turmoil of Slavery

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S L A V E R Y

SLAVERY includes activities that meet California State Standards for Language Arts, History & Social Science, as well as National Standards. Students use critical thinking and drama skills while they experience the emotional turmoil surrounding the institution of slavery. They engage in chronological and spatial thinking as they use map and globe skills, judge the significance of location, and analyze the relative advantage or disadvantage of it. Students pose relevant questions regarding events encountered in historical documents. They are exposed to primary and secondary resources and distinguish fact from fiction by comparing documentary sources of historical figures and events with fictionalized characters. Included in this unit are opportunities for students to perform historical interpretations. They summarize key events of an era, identify human and physical characteristics of the places they study and interpret the cause and effect surrounding historical events.

Students, acting as members of a studio audience, interview fellow students who role-play slaves. Student slave roles are developed from primary source accounts or composite fictional accounts based on actual individuals and events. Through questioning, role-playing, journaling, and debriefing discussions, students demonstrate their understanding of the history of slavery and their awareness of the atrocities slaves endured. Applied Learning Standards are addressed throughout.

National Standards for History Standards in Historical Thinking

Standard 1: Chronological Thinking

The student is able to:

- Identify the temporal structure of a historical narrative or story.
- Establish temporal order in constructing historical narratives of their own.

Standard 2: Historical Comprehension

The student comprehends a variety of historical sources. The student is able to:

- Identify the author or source of the historical document or narrative and assess its credibility.
- Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Read historical narratives imaginatively.
- Appreciate historical perspectives (a) describing the past on its own terms through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like, (b) considering the historical context in which the event unfolded—the values, outlook, options, and contingencies of that time and place; and (c) avoiding “present-mindedness” judging the past solely in terms of present-day norms and values.

STANDARDS

Standard 3: Historical Analysis and Interpretation

The student engages in historical analysis and interpretation. The student is able to:

- Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- Consider multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- Distinguish between unsupported expressions of opinion and informed hypothesis grounded in historical evidence.
- Hypothesize the influence of the past, including both the limitations and the opportunities made possible by past decisions.

Standard 4: Historical Research Capabilities

The student conducts historical research. The student is able to:

- Formulate historical questions.
- Obtain historical data from a variety of sources.

Standard 5: Historical Issues-analysis and Decision-Making

The student engages in historical issues-analysis and decision-making. The student is able to:

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Formulate a position or course of action.

United States History Standards**Era 2: Colonization and Settlement (1585–1763)**

Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.

Standard 3b: The student understands economic life and the development of labor systems in the English colonies.

Standards 3c: The student understands African life under slavery.

S L A V E R Y

NCTE Standards for the English Language Arts

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, and vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

California Theater Standards**Standard 2: Creative Expression**

- Students develop knowledge and skills in acting, directing, and script writing through their own experience and imagination as well as through their research of literature and history.

Standard 5: Connections, Relations, and Applications

- Students apply what they learn in theater to learning in other subjects.

California Applied Learning Standards

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

STANDARDS

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S L A V E R Y

SLAVERY simulates a talk show exploring true events and the human impact of slavery. It is designed to broaden the students' historical knowledge of the institution of slavery and to lead students to a historical and emotional understanding of slavery.

Through this unit, students experience the following:

Knowledge

- Costs and benefits of slavery
- Geography of the slave trade
- Significance and meaningfulness of slavery
- Cause and effect of slavery
- Historical interpretations of slavery

Skills

- Working cooperatively with others
- Summarizing key events
- Discerning fact from fiction
- Making value judgments on social issues
- Thinking chronologically and spatially
- Posing relevant questions
- Using reading, speaking, drama, and debate skills
- Creating maps and artwork
- Using the Internet to gather information

Attitudes

- Empathy toward former and current slaves
- Interest and respect for classmates' thoughts
- Awareness of the brutality of slavery
- A positive feeling of working with a group to accomplish a common goal

PURPOSE

OVERVIEW

SLAVERY

OVERVIEW

The stories of American slavery are compelling dramas from the past. SLAVERY brings historical accounts of slavery to the classroom. In this interaction unit, students read a background essay and slave narratives in cooperative groups, and then take part in a talk show discussing the controversial issue of slavery. Students role play either the slave “guests,” or audience members during the talk show. After this simulation activity, a group debriefing leads to student reflection and deepens student understanding.

Slave Narratives Students are divided into five groups. Each group reads A BRIEF HISTORY OF SLAVERY (background essay) and one of five slave narratives. All students learn the life story of the slave and answer the questions posed at the end of the narrative. One member of the group is chosen to role-play the slave while the other group members become part of the audience. While the student role-playing the slave practices responses to posed questions for the talk show, others in the group create props that relate to their narrative.

Talk Show Students work together to practice for their performance and invite audience guests. On performance day, the students role-playing slaves are on stage while those role playing the audience are dispersed among your invited guests. The host (the teacher or a student chosen for this role) runs the talk show. The slaves answer the predetermined questions posed by the host and the audience.

Debriefing This simulation may provoke strong emotions from students, creating a powerful learning experience. An essential part of this simulation, the debriefing allows an outlet for differing emotions among your students. Several debriefing choices are provided including journal writing, whole class discussion, an essay addressing how slavery has impacted racial issues today, using the Internet to discover whether slavery still exists, writing an article, song/poem, or story, or constructing an art form to display and inform others about slavery.

1. **Preparation Reading**

Carefully and thoroughly read through this Teacher Guide before beginning. This will help you plan your time and adjust the unit to meet your students' needs and abilities.

2. **Schedule**

The schedule of this unit is flexible. Students spend time discussing historical information within their small groups, creating props, practicing the talk show, inviting guests (audience members), performing the talk show, and debriefing. This unit requires a minimum of three to five hours or class periods.

The timing of the small group reading is flexible, dependent upon the abilities of your students and whether students complete outside research. Reserve a minimum of one hour for this purpose. Following the reading, students within their small groups elect a student to role-play the slave from their narrative and work together to create an appropriate costume and props. Allot some class time for these activities or assign the costume and props as homework. If class time is used, allot one hour for these activities.

You will determine the appropriate time needed for practicing the talk show, the number of practice sessions necessary, and the scheduling of these sessions. The actual show time is approximately 30–60 minutes.

Debriefing activities require 1+ (45–60 minute) classes.

3. **Grouping Students**

This unit utilizes cooperative learning. Group students in advance into five heterogeneous groups. These groups each explore general historical information on the topic of slavery as well as a unique slave narrative.



3–5 hours



5 Cooperative Groups

SETUP DIRECTIONS

SLAVERY

4. Duplication

Make copies of the following pages in the quantity indicated in *Italics*. The master pages for you to duplicate begin on page 28.

- A BRIEF HISTORY OF SLAVERY — *class set*
- GLOSSARY — *class set*
- SLAVE NARRATIVE #1: Nodewa — *one per group 1* member*
- SLAVE NARRATIVE #2: Asmah — *one per group 2* member*
- SLAVE NARRATIVE #3: Carter — *one per group 3* member*
- SLAVE NARRATIVE #4: Ruth — *one per group 4* member*
- SLAVE NARRATIVE #5: David — *one per group 5* member*
- SLAVE NARRATIVE #6: Ayuba Suleiman Diallo — *one per group 1* member*
- SLAVE NARRATIVE #7: Frederick Douglass — *one per group 2* member*
- SLAVE NARRATIVE #8: Margaret Ward — *one per group 3* member*
- SLAVE NARRATIVE #9: Olaudah Equiano — *one per group 4* member*
- SLAVE NARRATIVE #10: Venture Smith — *one per group 5* member*
- HOST SCRIPT 1 or HOST SCRIPT 2 (Script 1 for narratives 1–5, Script 2 for narratives 6–10) — *one for host*
- AUDIENCE QUESTIONS (cut into strips: 32 strips for Script 1; 29 strips for Script 2) — *one of each question*
- CONTROVERSY SIGN — *transparency*

*Choose from narratives 1–5 or 6–10; do not use both sets. See **Setup Directions #6, Slave Narratives** for information on how to make this determination.

5. Materials

Carefully note the materials you need to conduct this unit.

- Computer with Internet access — *at least one (Optional)*
- File folders (or construction paper folders) — *one per group*
- Index cards (to use as host's cue cards) — *several (Optional)*
- Paper (lined) — *several class sets*