

**Feel the people, see the people, hear the people; Perspectives of Ex Slaves in
America**

Martha Wilkins

Spring 2011

CIEP 475 Workshop-Teaching with Primary Sources Course

Description of Unit:

Topic: This unit takes an in-depth look into what the lives of slaves were like in post-slavery America. Through the use of pictures, written interviews, and sound recordings students will be exposed to the harsh realities of slavery. This mini unit which will be nestled within a larger unit will allow students to critically analyze the complexities of the slave condition and how they had to adjust post-slavery.

Background Knowledge: Coming into this unit students should have some basic knowledge of what slavery is and how it came about in the United States. Because of the uniqueness of the topic students do not have to be well-versed on slavery or in African American studies to gain a deep understanding of the subject matter.

Main Goal/Essential Questions: The goal of the mini unit is to provide the students with a deeper understanding of the challenges that African Americans faced post-slavery. In addition, to build a sense of empathy within my students of all people who lived during this time. Finally, this unit will build a historical perspective for the students of post-civil war/slavery America. Question: What negative consequences did slavery have on the lives of African Americans and how could those consequences be overcome?

Subjects/Sub-subjects: Social Studies History, English Language Arts Listening and Speaking, and English Language Arts Reading.

Grade Level: Fourth-Sixth Grades

Lessons Included:

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Lesson Two: See the People; Perspectives of Ex Slaves in Americapage 6

Lesson Three: Hear the People; Perspectives of Ex Slaves in Americapage 18

Mini Unit Lesson One Outline- Feel the people, see the people, hear the people;
Perspectives of Ex Slaves in America

1. **Title-** Feel the people, see the people, hear the people; Perspectives of Ex Slaves in America

Lesson One- Feel the People; reading personal accounts of ex slaves.

2. **Overview-** During the month of February my fourth grade class takes a look at the Lives of African Americans since Africans were brought to this country in the 1600's. This is an important unit for my students because many of them our African American and know little about the history of Black people. Many of the students are inquisitive and very interested in this topic so it makes the implementation of the unit exciting to teach.
3. **Goal-** The goal of the mini unit is to provide the students with a deeper understanding of the challenges that African Americans faced post slavery. In addition, to build a sense of empathy within my students of all people who lived during this time. Finally, to build a historical perspective for the students of post civil war/ slavery America.
4. **Objectives-** Students should be able to express in words or through writing similarities and differences of African American's lives during and post slavery. Also, identify at least three of the major struggles or challenges that slaves dealt with during their time in 'captivity'.
5. **Investigative Question-** *What negative consequences did slavery have on the lives of African Americans and how could those consequences be overcome?*
6. **Time Requirements-** One lesson lasting 50 minutes.
7. **Recommended Grade Range-** Fourth- Sixth Grades
 - a. Because of the graphic nature of some of the ideas of this lesson, the teacher should determine the appropriateness for students in the lower recommended grades. Additionally, students who have difficulty reading should be allowed to work with a partner.
8. **Subject/ Sub-subject-** Social Studies and Language Arts (Reading and Writing).
9. **Standards –**

| Language Arts | Social Studies |
|--|--|
| <p>Language Arts- Writing STATE GOAL 3: Write to communicate for a variety of purposes</p> <p>3A. Use correct grammar, spelling, punctuation, capitalization and structure</p> <p>3.A.1aConstruct complete sentences</p> | <p>Social Studies -STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>16A. Apply the skills of historical analysis</p> |

| | |
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| <p>which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.</p> <p>3.A.2a Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p> <p>3B. Compose well organized and coherent writing for specific purposes and audiences</p> | <p>and interpretation</p> <p>16.A.1a Explain the difference between past, present and future time; place themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.A.2a Read historical stories and determine events which influenced their writing</p> <p>16.A.2b Compare different stories about historical figure or event and analyze</p> |
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10. **Credits-** Teacher credit resource – Black History workbook and Encyclopedia Britannica. (Martha Wilkins)

Preparation-

11. **Materials Used-** Black History Workbook (created by teacher), chart paper, handouts, post it notes, writing rubric, and paper for writing.

12. **Resources Used-** Interview with Dr. John W. Fields, ex-slave of Civil War period.

Title: Interview with Dr. John W. Fields, ex-slave of Civil War period

URL: <http://memory.loc.gov/mss/mesn/050/081077.gif>

Author/ Creator: WPA, **Interviewer:** Cecil C. Miller

Date: September 17, 1937

Procedure-

13. **Procedure** -

1. Ask the students to explain what slavery is. Take 5-7 student explanations.
2. Explain to the students that we will be spending the next couple of days studying the lives of real slaves and what their lives were like.
3. Create a classwide KWL chart entitled 'The lives of Slaves' and have students use post it notes to fill in some of the things that they know and want to know about slavery and slave's lives.
4. Discuss some of the student's responses, and move into the slave narratives from the Library of Congress website. Discuss with the students how we will be reading actual accounts of the lives of slaves post slavery.
5. Using the slave narrative: *Interview with Dr. John W. Fields, ex-slave of Civil War period*. Read it aloud and have the students take notes about their feelings and thoughts as they relate to the article.
6. They will then have a decision on what was read. After reading the narratives students will write letters back to the person whose narrative they read, making connections with prior learning on slavery.

14. **Extensions**- Students can extend this topic by asking their grandparents or other family members to tell them any stories that may have been passed down that deal with slavery or the post slavery treatment of African Americans.

15. **Evaluation**- Through the activity children will show empathy in their writing as well being evaluated for their connection of the events in the narrative as they related to the larger historical context of the time. Letters will be graded on historical content, connection to larger theme, and grammatical conventions and technique.

Mini Unit Lesson Two Outline- Feel the people, see the people, hear the people;
Perspectives of Ex Slaves in America

1. **Title-** Feel the people, see the people, hear the people; Perspectives of Ex Slaves in America
Lesson Two- See the People; Photographic images of ex slaves.
2. **Overview-** During the month of February my fourth grade class takes a look at the Lives of African Americans since Africans were brought to this country in the 1600's. This is an important unit for my students because many of them our African American and know little about the history of Black people. Many of the students are inquisitive and very interested in this topic so it makes the implementation of the unit exciting to teach.
3. **Goal-** The goal of the mini unit is to provide the students with a deeper understanding of the challenges that African Americans faced post slavery. In addition, to build a sense of empathy within my students of all people who lived during this time. Finally, to build a historical perspective for the students of post civil war/ slavery America.
4. **Objectives-** Students should be able to express in words or through writing their feelings that are connected to each of the images. Additionally, students should complete a R.A.F.T Writing assignment from one of the images.
5. **Investigative Question-** *What negative consequences did slavery have on the lives of African Americans and how could those consequences be overcome?*
6. **Time Requirements-** One lesson lasting two 50 minutes periods.
7. **Recommended Grade Range-** Fourth- Sixth Grades
 - b. Because of the graphic nature of some of the ideas of this lesson, the teacher should determine the appropriateness for students in the lower recommended grades. Additionally, students who have difficulty reading should be allowed to work with a partner.
8. **Subject/ Sub-subject-** Social Studies and Language Arts (Reading and Writing).
9. **Standards –**

| Language Arts | Social Studies |
|---|---|
| <p>Language Arts- Writing STATE GOAL 3: Write communicate for a variety of purposes. 3A. Use correct grammar, spelling, punctuation, capitalization and structure 3.A.1aConstruct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech. 3.A.2aWrite paragraphs that include a</p> | <p>Social Studies -STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. 16A. Apply the skills of historical analysis and interpretation 16.A.1aExplain the difference between past, present and future time; place themselves in time. 16.A.1bAsk historical questions and</p> |

| | |
|---|--|
| <p>variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p> <p>3B. Compose well organized and coherent writing for specific purposes and audiences</p> | <p>seek out answers from historical sources (e.g. myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.A.2a Read historical stories and determine events which influenced their writing.</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze</p> |
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10. **Credits**- Teacher credit resource – Black History workbook (Martha Wilkins) and Encyclopedia Britannica.

Preparation-

11. **Materials Used**- Black History Workbook (Created by teacher), Primary Source images, Raft writing worksheets (2), and paper.

12. **Resources Used**- Images of ex slaves from the Library of Congress website.

Title: Image of Dr. John W. Fields, ex-slave of Civil War period

URL: <http://memory.loc.gov/mss/mesn/mesnp/050/050077ar.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: Tempie Cummings. Ex- slave, Jasper

URL: <http://memory.loc.gov/service/pnp/ppmsc/01000/01090r.jpg>

Author/ Creator: WPA,

Date: March 20, 2011

Title: William Moore, Age 82

URL: <http://memory.loc.gov/mss/mesn/mesnp/163/163132r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: Walter Rimm, Ex- Slave, Ft. Wayne

URL: <http://memory.loc.gov/service/pnp/ppmsc/01200/01226r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: John Cape, Over Age 100

URL: <http://memory.loc.gov/service/pnp/ppmsc/01000/01079r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: Charley Williams and Granddaughter

URL: <http://memory.loc.gov/mss/mesn/mesnp/130/130330r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: Sarah Gudger

URL: <http://memory.loc.gov/mss/mesn/mesnp/111/111350r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Title: Sarah Frances Shaw Graves

URL: <http://memory.loc.gov/mss/mesn/mesnp/100/100126r.jpg>

Author/ Creator: WPA

Date: March 20, 2011

Procedure-

13. Procedure -

7. Students will first be asked to review what they learned in the previous lesson. Student discussion should focus on slavery and the narrative from the previous lesson.
8. Explain to the students that this activity will involved them taking a silent 'gallery walk' that will allow them to see real images of people who used to be slaves.
9. Students will be given three minutes to walk around and look at the images. Students are instructed to be observant.
10. When students are done, instruct them to take another pass through and select one of the images that stood out most to them.
11. Students are then given the RAFT worksheets where they are asked to select one of the people that they saw in the images and asked to select a role, audience, format, and topic to begin there writing.
12. Student will spend the rest of the period using their worksheet to brainstorm ideas for their writing assignment.
13. The following period students will spend the majority of the time actually composing their RAFT writing activity.
14. In the last 20 minutes of the class students will share out their writing with their classmates in a peer sharing session.
15. Students will use these quick writes as a spring board to help write their final essay question related to the mini unit.

14. **Extensions-** Students can research images of ex slaves online or in books from their local library along with finding additional narratives to deepen their understanding.

15. **Evaluation-** Through the activity children will show empathy in their writing as well being evaluated for their connection of the events in the narrative as they related to the larger historical context of the time. This quick writing activity will be informally evaluated and feedback will be provided to guide students and offer assistance towards their final essay question.

Lesson Two Images -



John W. Fields, Age 89

CREATED/PUBLISHED

[between 1936 and 1938]

SUBJECTS

[Fields, John W.](#)
[United States--Indiana](#)

MEDIUM

1 photographic print

REPOSITORY

Library of Congress Manuscript Division Washington, D.C. 20540 USA

DIGITAL ID

mesnp 050077a



Sarah Frances Shaw Graves, Age 87

CREATED/PUBLISHED

[between 1936 and 1938]

SUBJECTS

[Graves, Sarah Frances Shaw.](#)
[United States--Missouri](#)

MEDIUM

1 photographic print

REPOSITORY

Library of Congress Manuscript Division Washington, D.C. 20540 USA

DIGITAL ID

mesnp 100126



Sarah Gudger, Age 121

CREATED/PUBLISHED

[between 1936 and 1938]

SUBJECTS

[Gudger, Sarah.](#)

[United States--North Carolina](#)

MEDIUM

1 photographic print

REPOSITORY

Library of Congress Manuscript Division Washington, D.C. 20540 USA

DIGITAL ID

mesnp 111350



Charley Williams and Granddaughter, Age 94

CREATED/PUBLISHED

[between 1936 and 1938]

SUBJECTS

[Williams, Charlie.](#)

[United States--Oklahoma](#)

MEDIUM

1 photographic print

REPOSITORY

Library of Congress Manuscript Division Washington, D.C. 20540 USA

DIGITAL ID

mesnp 130330



James Cape, ex-slave, Ft. Worth

CREATED/PUBLISHED

1937 June 5.

NOTES

420106.

District no. 27.

Picture no. 176.

Official project no. 265-6903.

Work project no. 6900(27).

SUBJECTS

[Cape, James.](#)

[Portrait photographs--1930-1940.](#)

[Texas--Bexar--San Antonio.](#)

[Texas--Tarrant--Fort Worth.](#)

MEDIUM

1 photographic print ; 5 x 3 1/4 in.

CALL NUMBER

LOT 13262-7, no. 39 <P&P>

REPRODUCTION NUMBER

LC-USZ62-125198 DLC (b&w film copy neg.)

REPOSITORY

Library of Congress Prints and Photographs Division Washington, D.C. 20540

DIGITAL ID

([original](#)) ppmc 01079

([b&w film copy neg.](#)) cph 3c25198



Tempie Cummins, ex-slave, Jasper

CREATED/PUBLISHED

1937 June 4.

NOTES

420124.

District no. 27.

Picture no. 64.

Official project no. 265-6903.

Work project no. 6900(1).

SUBJECTS

[Cummins, Tempie.](#)

[Portrait photographs--1930-1940.](#)

[Texas--Bexar--San Antonio.](#)

[Texas--Jasper--Jasper.](#)

MEDIUM

1 photographic print ; 5 x 3 1/4 in.

CALL NUMBER

LOT 13262-7, no. 50 <P&P>

REPRODUCTION NUMBER

LC-USZ62-125209 DLC (b&w film copy neg.)

REPOSITORY

Library of Congress Prints and Photographs Division Washington, D.C. 20540

DIGITAL ID

([original](#)) ppmc 01090

([b&w film copy neg.](#)) cph 3c25209



William Moore, Age 82

CREATED/PUBLISHED

[between 1936 and 1938]

SUBJECTS

[Moore, William.](#)

[United States--Texas](#)

MEDIUM

1 photographic print

REPOSITORY

Library of Congress Manuscript Division Washington, D.C. 20540 USA

DIGITAL ID

mesnp 163132



Walter Rimm, ex-slave, Ft. Worth

CREATED/PUBLISHED

1937 Nov. 9.

NOTES

420238.

District no. 27.

Picture no. 551.

Official project no. 565-3-3.

Work project no. 6950(27).

SUBJECTS

[Rimm, Walter.](#)

[Portrait photographs--1930-1940.](#)

[Texas--Bexar--San Antonio.](#)

[Texas--Tarrant--Fort Worth.](#)

MEDIUM

1 photographic print ; 5 x 3 1/4 in.

CALL NUMBER

LOT 13262-7, no. 189 <P&P>

REPRODUCTION NUMBER

LC-USZ62-125336 DLC (b&w film copy neg.)

REPOSITORY

Library of Congress Prints and Photographs Division Washington, D.C. 20540

DIGITAL ID

([original](#)) ppmc 01226

([b&w film copy neg.](#)) cph 3c25336

Mini Unit Lesson Three Outline- Feel the people, see the people, hear the people;
Perspectives of Ex Slaves in America

1. **Title-** Feel the people, see the people, hear the people; Perspectives of Ex Slaves in America
Lesson Three- Hear the People; Listening to personal accounts of ex slaves.
2. **Overview-** During the month of February my fourth grade class takes a look at the Lives of African Americans since Africans were brought to this country in the 1600's. This is an important unit for my students because many of them our African American and know little about the history of Black people. Many of the students are inquisitive and very interested in this topic so it makes the implementation of the unit exciting to teach.
3. **Goal-** The goal of the mini unit is to provide the students with a deeper understanding of the challenges that African Americans faced post slavery. In addition, to build a sense of empathy within my students of all people who lived during this time. Finally, to build a historical perspective for the students of post civil war/ slavery America.
4. **Objectives-** Students should be able to express in words or through writing the major struggles or challenges that slaves dealt with during their time in 'captivity'.
5. **Investigative Question-** *What negative consequences did slavery have on the lives of African Americans and how could those consequences be overcome?*
6. **Time Requirements-** Two periods lasting 50 minutes.
7. **Recommended Grade Range-** Fourth- Sixth Grades
 - a. Because of the graphic nature of some of the ideas of this lesson, the teacher should determine the appropriateness for students in the lower recommended grades. Additionally, students who have difficulty reading should be allowed to work with a partner.
8. **Subject/ Sub-subject-** Social Studies and Language Arts (Reading and Writing).
9. **Standards –**

| Language Arts | Social Studies |
|--|---|
| <p>Language Arts- Writing STATE GOAL 3: Write to communicate for a variety of purposes</p> <p>3A. Use correct grammar, spelling, punctuation, capitalization and structure</p> <p>3.A.1aConstruct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency</p> | <p>Social Studies -STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>16A. Apply the skills of historical analysis and interpretation</p> <p>16.A.1aExplain the difference between past, present and future time; place</p> |

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| <p>words; and appropriate use of the eight parts of speech.</p> <p>3.A.2a Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p> <p>3B. Compose well organized and coherent writing for specific purposes and audiences</p> | <p>themselves in time.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.1c Describe how people in different times and places viewed the world in different ways.</p> <p>16.A.2a Read historical stories and determine events which influenced their writing</p> <p>16.A.2b Compare different stories about historical figure or event and analyze</p> |
|--|--|

10. **Credits**- Teacher credit resource – Black History workbook and Encyclopedia Britannica.

Preparation-

- 11. **Materials Used**- Black History Workbook, computer with speakers, and essay question handouts
 - 12. **Resources Used**- Audio recording of slave narrative (I can't find it anymore)
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Procedure-

13. **Procedure -**

Day 1

1. The teacher and students will start by discussing the previous two activities on slavery. Students will be asked about the personal perspectives on slavery and the slave profiles that they have learned about.
2. Students will be informed that as the final component of their study of slavery they will be listening to an interview of an actual ex slave.
3. Students are instructed to carefully listen to the audio recording and take notes of the important ideas that they hear.
4. Play the audio recording and teacher should model taking notes while listening to the recording.

5. After the recording allow students three-four minutes to digest the interview in writing in their workbooks.
6. Discuss the recording; have students share the comments they wrote with the whole group.

Day 2

7. Have students take out their notes from the previous class and start to review and organize their personal thoughts.
8. Give each student an essay question sheet and remind them to be thorough and thoughtful in the responses.
9. Allow students 30 minutes to complete their essays.
10. Collect their papers and have a brief whole class discussion on some of the points and challenges that they felt post slavery African Americans faced.

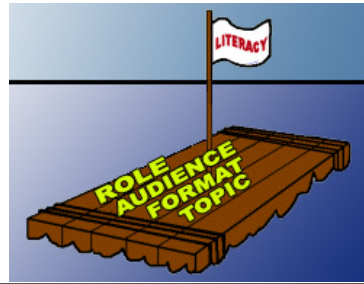
14. **Extensions-** Students can extend this topic by researching the conditions of post slavery African Americans on the internet and in books. From their further research they can write a historical fiction essay that would illustrate the hardships and struggles faced after slavery.

15. **Evaluation-** Through the activity children should have a greater understanding of post slavery conditions for African Americans. Their essays should reflect a not only a greater historical understanding, but they should display an ability to make inferences of problems based on the information that they already have and what they learned in the study.

Lesson One- Feel the People; reading personal accounts of ex slaves.**Writing Rubric**

| Score | Historical Content (x 2) | Connection to Theme of the Letter | Quality of Writing |
|--------------|--|--|--|
| 5 | <p>*Your response letter does an excellent job of connecting to the historical time frame. Your references are not inappropriate to the time in which the letter would be written. Example: Asking the respondent to send you an email response in the early 1900's when email had not yet been invented.</p> <p>*Questions or ideas expressed in the letter show a great understanding of the idea of slavery and the types of experiences that the writer may have encountered.</p> | Your response connect directly back to the ideas expressed in the original letter. | Accurate grammar, punctuation, and spelling. |
| 3 | <p>*Responses show some understanding of the time in which the letters were written.</p> <p>*Questions and ideas expressed show some understanding of the ideas of slavery.</p> | Some of the information presented in the response connects back to the ideas expressed in the original letter. | Some errors with grammar, punctuation, and spelling. |
| 1 | <p>*Responses show little understanding of the time in which the letters were written.</p> <p>*Questions and ideas expressed show little understanding of the ideas of slavery.</p> | Response is off topic and does not connect back to the original letter. | Many errors with grammar, punctuation, and spelling. |

Lesson 2- RAFT Writing Outline



Name: _____

| | | |
|----------------------------------|---|--|
| <p>Role of the Writer</p> | <p>Who are you as the writer?</p> <p>A famous person?</p> <p>A character from the reading?</p> <p>A reporter?</p> | |
| <p>Audience</p> | <p>Think about your audience.</p> <p>To whom are you writing?</p> <p>Is your audience a friend?</p> | |
| <p>Format</p> | <p>What is your purpose?</p> <p>To entertain, persuade, describe or inform?</p> <p>Is it a letter? A speech?</p> | |
| <p>Topic</p> | <p>What is your topic?</p> <p>Write a good topic sentence here.</p> | |

