

Lesson Plans: 05 SS LPQ2 Economic Impact of African Americans in the Colonies

Title: 05 SS LPQ2 Economic Impact of African Americans in the Colonies

Grade Level : Grade 5

Subject : Reading - Elementary, Social Studies - Elementary

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)
Grade 5
Florida Sunshine State Standards
American History
4: Colonization of North America
SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
Grade 5
Florida Sunshine State Standards
Geography
1: The World in Spatial Terms
SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.
Grade 5
Florida Sunshine State Standards
Economics
1: Market Economy
SS.5.E.1.2 Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Description/Abstract of Lesson: The student will research industries that grew during the colonial period. The student will evaluate the impact of slave labor on these industries.

Essential Question-Scope & Sequence: Learning Goal: The student will understand that slavery in the colonies contributed to major growth and industry.

Technology Connections and Teacher Materials: <http://www.proteacher.com/redirect.php?goto=580> Visit [proteacher.com](http://www.proteacher.com) for additional lesson plans and informational links.

Steps to Deliver Initial Instruction: Introduce Declaration of Independence and discuss why a passage in the first draft blames King George III for slavery in the colonies and why was it deleted in the final document?

Guided Practice with Feedback: Read the second paragraph of the Declaration of Independence aloud. Ask students to imagine themselves as an African American, Native American, or poor white -- man or woman -- who is hearing it for the first time in 1776. Have them write an "authentic" response (based on their research about what life would have been like then) in the form of a speech, letter, or diary entry. You might also invite students to develop and deliver an oral response. (Students may want to tape record their presentations first in order to critique and revise as needed.)

Independent Practice: Organize students into teams to research an industry that existed in 18th-century America. Each team should answer the following questions about their industry: •What jobs were generated by each of these industries? •Who held these jobs? •How were these industries connected to slavery? Have the teams chart their research and present their findings. As a class, conclude by discussing the following questions: Who profited from slavery? Who was dependent on slavery? Why?

Differentiated Instruction/Small Groups: Have students discuss the meaning of the following statement: "Resolved: American slavery is an oxymoron." Now ask students to imagine that Thomas Jefferson, Venture Smith, George Washington, Abigail Adams, John Allen, Benjamin Banneker, Lord Dunmore, James Otis, and Phillis Wheatley have met to debate the statement. Which side of the debate would each of these people be on and why? Working individually or in teams, have students use the Declaration of Independence and other period documents to research each historical character's views on slavery, freedom, individual rights, American independence, and citizenship. Then have them present their findings to the class by holding a mock debate or acting as reporters covering the debate.

ESE/ESOL Accommodations & Strategies: Heterogenous small groups, rephrase, repeat, offer visual aids when appropriate.

Creator : Social Studies Content Team

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Outline Title	Duration	Comments
Resources: Economic Impact of African Americans in the Colonies		