

# Lesson Plans: SS 11 AmHis LPQ1 040 Slave Literature

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Grade Level : Grade 11

Subject : Social Studies - High

**Standards/Assessed Benchmarks:** Florida STATE FL Social Studies Standard (2008)  
Grades: 9-12

Florida Sunshine State Standards

American History

1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.

SS.912.A.2.1 Review causes and consequences of the Civil War.

**Description/Abstract of Lesson:** Student will review examples of literature created by African Americans during the the period 1700 - 1861. understand the perspective of the wirters and their relationship to American society.

**Essential Question-Scope & Sequence:** **LA - How did the rise of Literary Realism, Naturalism, and Modernism change the course of American Literature? SS - How did Colonial growth lead to regional differences**

**Technology Connections and** Africans in America: America's Journey through Slavery

**Teacher Materials:** Documenting the American South

Library of Congress Historian Sources

American Memory Project

Slave Narratives from the Federal Writer's Project 1936-1938

Bullwhip Days: The slaves remember: An Oral History by James Mellon

The Slave Community: Plantation Life in the Antebellum South by John W. Blassingame

Narrative of the Life of Frederick Douglass by Frederick Douglass

Classic Slave Narratives edited by Henry Louis Gates Jr. New American Library, 1987

Africans in America, America's Journey Through Slavery, Charles Johnson, Patricia Smith, WGBH Series Research Team, Harcourt Inc. 1998

**Duration :** 6 Days

**Vocabulary:** **Enslavement**- servitude, slavery of human beings **Abolitionists**- Group of individuals who campaigned for the abolition of slavery **Anti- abolitionists**- Those who were opposed to the abolition of slavery **Piracy**- robbery of ships at sea **Conspirator**- person who takes part in an agreement to commit an illegal act. **Mulatto**- a person of mixed black and white parentage during slavery. Derived from mule the offspring of a donkey and a horse. **Pseudonym**-a fictitious name assumed by an author. **Manumission**- setting a slave free. **Emancipation**- freedom, especially from slavery. **Cotton gin**- machine invented to separate cotton from its seeds

**Steps to Deliver Initial Instruction:**

- Play a recording of old Negro spirituals, available at [spirituals](#). Students should be encouraged to think how the slave experience would impact the music.
- Use a KWL chart to determine students prior knowledge of slavery and what they need to know. Provide an historical overview of the period by introducing students to the events which led to the development of the institution of slavery. This may be a lecture or review of the timeline. Students will be asked to research background information on the experiences of African Americans in the eighteenth and nineteenth centuries .Introduce students to EDSITEment websites which provide relevant information on slavery .Students will see slavery and freedom from a real person's perspective.

**Time Line: Slavery in North America** 1619 First Africans arrive in Virginia 1789 U.S. Constitution ratified with clause equating slaves to 3/5ths of a white citizen and provision that slave trade would end within 20 years. 1791 Slave revolt in Haiti led by Toussaint L' Ouverture. 1793 Eli Whitney's invention of cotton gin sets stage for expansion of slavery in American South as short staple cotton becomes economical product 1798-1808 Decade of greatest importation of African slaves into U.S., totaling approximately 200,000. 1800 U.S. citizens prohibited

from exporting slaves. 1807 Great Britain abolishes slave trade. 1817 The American Colonization Society is founded, espousing the return of African Americans to Africa. 1819 U.S. law equates slave trading with piracy, punishable by death. 1820 Missouri Compromise bars slavery in northern Federal territories. 1822 Denmark Vessey slave revolt plot uncovered in Charleston, South Carolina, and conspirators executed. 1827 Jim Pembroke, a slave in Maryland, escapes and begins making his way northward, where he will change his name to James Pennington and rise to prominence within the African American abolition movement. 1829 David Walker, a free African American, publishes, *Appeal to the Coloured Citizens of the World*, a radical pamphlet attacking slavery and the colonization movement. 1830 The first annual Convention of the People of Colour assembles in Philadelphia to organize African American opposition to slavery. 1831 Abolitionist William Lloyd Garrison begins publishing the *Liberator* Nat Turner leads a brutal, short lived slave uprising in Virginia. Turner and 54 slaves are tortured and executed. 1833 William Lloyd Garrison and others found the American Anti- Slavery Society. Slavery abolished in the British West Indies, but former slaves remained apprenticed to their old owners until 1837. 1837 Abolitionist and editor, Rev. Elijah P. Lovejoy is murdered by an anti- abolitionist mob in Alton, Illinois. 1838 Fredrick Bailey escapes slavery, making his way from Baltimore to New York and from there to New Bedford, where he takes a new name, Frederick Douglass. A Philadelphia mob goes on a rampage burning and terrorizing African-American neighborhoods. Municipal authorities do nothing to halt the carnage. 1839 June 12: HMS Buzzard escorts two American slave ships into New York, captain and crew to be tried by American courts. August 27: The *Amistad*, a slave trader that was taken over by the African people on board, is taken into New London. Theodore Dwight Weld publishes *American Slavery as it is*, a powerful indictment of slavery. 1840 The *Amistad* Africans spend the year in jail 1841 March 9: The U.S. Supreme Court upholds the freedom of the *Amistad* Africans Fredrick Douglass is hired by the Massachusetts Anti- Slavery Society as a full- time lecturer. 1842 In Boston, escaped slave George Lattimore is captured by bounty hunters – the first in a series of confrontational fugitive slave cases. Abolitionists raise funds to purchase Lattimore's freedom. In Philadelphia, a parade commemorating the abolition of slavery in the British West Indies is attacked by a pro- slavery mob 1843 Sojourner Truth, an African-American woman who escaped from slavery, begins lecturing for abolitionism 1848 Slavery entirely prohibited in Connecticut by state law Kansas-Nebraska Act repeals Missouri Compromise , allowing popular sovereignty to determine slave –or free –state status of territories seeking statehood, which increases sectional division within the U.S.. 1857 Dred Scott decision by Supreme Court denies any possibility of citizenship for African Americans, imperils fugitive slaves, and sets back cause of abolition. 1859 John Brown's unsuccessful Harper's Ferry, Virginia raid to incite slave rebellion heightens tension over slavery. 1860 20th December, South Carolina secedes from the Union after Abraham Lincoln's election as president, followed by 10 other states through May 1861. 1861 Seceding states establish government of the Confederate States of America and create constitution endorsing slavery but prohibiting slave trade. 1862 September 22: President Lincoln issues Emancipation Proclamation granting freedom to slaves in areas of the South in active rebellion on January 1<sup>st</sup>, 1863. 1865 Slavery abolished in the U.S by the 13th Amendment to the Constitution, 32 years after the Great Britain abolished slavery in the British West Indies.

**Guided Practice with Feedback:**

- Students, working as a class, will read and paraphrase Lucy Terry's poem *Bars Fight* and selections from Phillis Wheatley's poems
  - Lucy Terry (c1724-1821) Lucy Terry is the author of the oldest surviving work of literature written by an African American writer. She was born in West Africa and sold as a slave in Massachusetts in the United States. A free black man, Abijah Prince purchased her freedom and later married her. The poem *Bars Fight* was not published until 1855. *Bars Fight* is a narrative describing the attack upon two white families by Native Americans on or about August 25<sup>th</sup>, 1746. Lucy Terry may have written other poems but none has survived. Like Frederick Douglass, she was also an impressive public speaker and is reported to have successfully defended herself in court in a land matter.
  - *BARS FIGHT*

Samuel Allen like a hero fout And though he was so brave and bold His face no more shall we behold. Eleazer Hawks was killed outright Before he had time to fight Before he did the Indians see Was shot and killed immediately. Oliver Amsden he was slain Which caused his friends much grief and pain. Samuel Amsden they found dead Not many rods off from his head. Adonijah Gillet we do hear Did lose his life which was so dear. John Saddler fled across the water And so escaped the dreadful slaughter. Eunice Allen see the Indians coming And hoped to save herself by running And had not her petticoats stopt her The awful creatures had not coched her And tommyhawked her on the head And left her on the ground for dead. Young Samuel Allen, Oh! Lack a-day Was taken and carried to Canada.

- Phillis Wheatley (c 1753-1784) Phillis was born about 1753 in Africa. Brought to America in 1761, she was purchased as a slave by John Wheatley. Her masters apparently treated her humanely and one of Wheatley's daughter taught her to read and write. Her first poem, *On the Death of George Whitfield* was published in 1770. Although there is no evidence available that she received formal manumission, Phillis was able to travel to London, England in 1773. While there the Countess of Huntingdon assisted her in publishing her *Poems on various Subjects, Religious and Moral*. She returned to the United States and married a free black man. After the

death of her husband, life became increasingly difficult for her and she died in poverty on 5<sup>th</sup> December, 1784. Her poems are in the classic tradition with frequent mythological references, and compare favorably with any other American poetry of that period. She is indeed a pioneering, iconic figure and a great inspiration to the struggle for freedom by African Americans.

- *On Being Brought from Africa to America* (1773)

'T Was mercy brought me from my pagan land, Taught my benighted soul to understand That there's a God –that there's a saviour too: Once I redemption neither sought nor knew. Some view our sable race with scornful eye- Their color is a diabolic dye. Remember, Christians, Negroes black as Cain May be refined, and join the angelic train.

**Independent Practice:**

- Teacher will discuss with students the importance of primary sources of information and the need to assess reliability when conducting research projects (consult Library of Congress learning page called “ The Historian Sources” which gives guidelines for analyzing reliability).
- Working individually, students will select and read extracts from slave narratives written by Frederick Douglass, Harriet Jacob, Mary Prince, Hannah Crafts, and others.
  - Students will consider the narratives as historical records. They will prepare summaries and share them with class for discussion. Students will consider the slave narratives also as autobiographies charting a journey to freedom.
  - Students will further research the influence of slave narratives on African American literature. Discussions will focus on the following:
    - How has the reading changed their understanding of slavery?
    - Which story stands out in their minds most?
    - How have slave narratives influenced American society?
    - How did the narratives support the abolitionists cause?
    - How has this genre influenced the work of later African American writers?
  - Students will then select any two and write a comparison and contrast using a Venn diagram or three- column notes. Teacher may decide to involve students in a Hot Seat activity.

Brief biographies from [www.bermudabiographies.bm/bios/](http://www.bermudabiographies.bm/bios/) **Olaudah Equiano (1745-1797)** Olaudah, known in later life as Gustavus Vassa, was born in 1745, captured when he was about eleven years old and transported to Barbados. Eventually he moved to Virginia. and bought his freedom in 1766. Equiano moved to England where he worked closely with the abolitionists Granville Sharpe and Thomas Clarkson .He spoke at many public meetings describing the horrors of the slave trade. In 1789 he wrote and published his autobiography, *The life of Olaudah Equiano the African*. Equiano traveled throughout Europe promoting his book. He was involved with the project to resettle former slaves to Sierra Leone in West Africa. **Frederick Douglass ( 1817-1895)** Born Frederick Washington Bailey in Maryland , the son of a white man and a slave, he was taught to read by the wife of his then owner Hugh Auld. .In 1838 he escaped to New York City where he changed his name to Frederick Douglass. In 1845, Douglass published his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*. As was the case with Phillis Wheatley, readers and critics were skeptical that a black man could have written work of such high quality .He also wrote numerous articles and essays as well as serving in a number of political posts during his life. Douglass was indeed one of the most influential African American of his time. His autobiography is an outstanding primary source of information on slavery. **Harriet Jacobs (1813-1897)** Harriet Jacobs was born in 1813 to slave parents in Edenton, North Carolina. Harriet's mother died when she was only six years old and she was brought up by her grandmother. In 1825, Harriet was sold to Dr James Norcrom who made many sexual advances towards her. In 1834, she was able to escape to Philadelphia and later moved to New York. Jacobs wrote her autobiography, *Incidents in the Life of a Slave Girl*, which revealed the oppression and sexual abuse of slaves, and the role of the church in maintaining slavery. Her autobiography, after some difficulty, was published in 1861 under a pseudonym, with all the names in the narrative changed. Jacob's narrative is considered one of the most important records of slavery. It deals with an issue which is not fully dealt with by writers, the sexual abuse of defenseless, female slaves, and the resulting creation of people of

color in slave society described as mulattos (bi-racial) **Moses Roper (1815 - )** The life of Moses Roper highlights the plight of slaves who were almost white in slave society. Moses was born a slave in North Carolina in 1815 to Henry Roper, a plantation owner, and a mulatto slave .Roper's wife attempted to kill little Moses after he was born since he was quite white and closely resembled his father Henry Roper. Moses falls into the category of slaves who were described as quadroons, about three fourth's white. It was sometimes difficult for slave traders to sell these slaves because of their white complexion. Moses, nevertheless, endured terrible cruelty and changed hands seventeen times. He tried to escape 16 times. In 1834 he successfully escaped to New York, and after moving to Philadelphia, published his autobiography, *Adventures and Escape of Moses Roper* (1838) .In 1839 Moses moved to England and married Ann Price. Many of his descendants now live in Australia. **Mary Prince (1788-unknown)** Born into slavery on or about 1788 in Bermuda, Mary Prince became the first woman to publish an account of her life as a slave. Prince dictated her story to Susanna Strickland after arriving in England with her master in 1828. *The History of Mary Prince, A West Indian Slave Written by Herself* describes in great detail the horrible treatment, including sexual abuse she received as a slave in Bermuda, Turks island and Antigua. Although the publication of the book, a best seller, provoked libel action and counter –suit, it became a convenient instrument in the Anti-slavery Society's campaign against the slave trade. The narrative is considered both propaganda for the Anti-Slavery movement and an example of early black writing.

**ESE/ESOL Accommodations & ESE/ESOL Strategies:** Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time. Use questioning techniques and student activities appropriate to developmental language stage of the LEP student. Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

**Lesson Closure/Review:**

- Students will prepare a journal of the life of a field slave or a house slave or write an essay on the life of Frederick Douglass, Harriet Jacobs , Phillis Wheatley or any other. Students will also prepare a short presentation for the class using visual aids.
- Complete KWL chart. Provide students with rubric on narrative writing.

**Assessment with Clear & Compelling:**

- Students will familiarize themselves with the relevant rubric before .Ask students to design worksheets on slave narrative and share with other student preparing their research assignments. Students will make a presentation of their chosen assignments to the class.

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