

# Lesson Plans: SS AmHis (LA) LPQ1 057 Slave Revolts in America

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Grade Level : Grade 8

Subject : Language Arts - Middle, Social Studies - Middle

Standards/Assessed  
Benchmarks: Florida STATE FL Social Studies Standard (2008)  
Grade 8

Florida Sunshine State Standards

American History

4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

SS.8.A.4.10 Analyze the impact of technological advancements on the agricultural economy and slave labor.

SS.8.A.4.11 Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.

SS.8.A.4.12 Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.

5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples.

Description/Abstract  
of Lesson: Students are required to investigate the causes and effects of slave revolts in America as a reaction to their enslavement. Students will: Demonstrate understanding of the nature and dynamics of slave society Understand the factors which contributed to slave rebellions Compare and contrast slave revolts in US with those in Haiti and other areas. Illustrate a timeline of slave revolts Prepare biographical material on leaders of slave revolts Analyze the effects of slave rebellions in slave societies

Essential Question-  
Scope & Sequence: **Why was the Civil War fought?**

Technology  
Connections and  
Teacher Materials: *American Negro Slave Revolts*, Herbert Aptheker (50th anniversary Edition) International Publishers 1993 *Africans in America, Americas Journey through slavery*, Charles Johnson, Patricia Smith 1998 WGBH Educational Foundation *Roll, Jordan, Roll, The World The Slaves Made*, Eugene D. Genovese 1974 Random House. *Struggle for Freedom, The History of Black Americans*, Daniel S. Davis, 1973 Harcourt Brace Jovanovich, INC.  
Links to *Amistad* materials <https://www.understandingslavery.com/>  
Slavery in America [https://www.slaveryinamerica.org/history/hs\\_es\\_overview.htm](https://www.slaveryinamerica.org/history/hs_es_overview.htm)  
Slave insurrections <https://www.americanforeignrelations.com/Ru-St/Slave-Insurrections.html>

*Background of slave Revolts* attached below *Timeline of slave Revolts* attached below *David walker's Appeal* attached below *Nat Turner's Rebellion* attached below

Duration : 3 Days

Vocabulary: **Revolt** - act of rebelling, a state of insurrection. **Maroon** - a runaway slave **Asylum** - offering shelter to distressed individuals. **Guerilla war** - fighting a war in small groups. **Allies** - supporters **Abolitionists** - individuals who campaigned for the abolition of slavery **Treaty** - a formal agreement **Conspiracy** - a secret plan to commit a crime or to do harm **Cohesion** - remaining united, sticking together.

Steps to Deliver  
Initial Instruction:

- There was a general feeling in slave society that slaves were lazy, clumsy and stupid and they did not have the courage to fight for their freedom. There grew up a myth that the slaves did nothing to protest their enslavement. Between 1663 and 1864 there were approximately 109 slave revolts recorded on land. At sea between 1699 and 1845 there were about fifty-five mutinies of slaves on board ships. This overview of slave revolts will involve a discussion of the more prominent slave revolts and their leaders or organizers in America and the Caribbean. The discourse will also analyze the various factors that gave rise to these rebellions and their effects.
- Introduce the lesson by asking students to think about what they know of the conditions that slaves had to live under. List some of the most correct factors on the board.
  - Then, compile of a list of possible ways that slaves could rebel against their owners and conditions. It may help to define rebellion.

- doesn't have to involve taking up weapons (most likely not available to slaves)
- doesn't have to lead to total freedom
- if you were owned to only be a worker, a rebellion could be subtle slowdown in work or feigned ignorance

**Independent Practice:**

- Distribute copies of the timeline of slave rebellions (attached below) to students along with an outline map of the Western Hemisphere.
  - Each student should be assigned to locate and label sets of identified rebellions. Sets can be limited by geographic region, time period, severity, etc.
  - Students will then prepare a flow chart that summarizes the various revolts.

**Differentiated Instruction/Small Groups:**

- Divide students into small groups. Print out relevant documents. David Walker's Appeal, Nat Turner Confessions, documents on Amistad Case. Provide one document to each group as well as a copy of the *Background of Slave Revolts* reading (attached below)
  - Ask each group to read and analyze their document. Information should include; birthplace and status of person (free or enslaved); time and place of importance; actions or words against slavery.
  - Each group will then make presentations to the class describing their person. This activity can be accomplished by a 'Hot Seat' activity which the team of students jointly assume the roles of Nat Turner, David Walker, Cinque, Toussaint, and other leaders of slave revolts. Other students are expected to ask questions of the 'hot seat' person.

**ESE/ESOL Accommodations & ESE/ESOL Strategies:**

Pair students to complete activities. Review vocabulary before reading.

**Lesson Closure/Review:**

- Students will research slave revolts gathering information on slave rebellions such as Vesey, Prosser, Nat Turner, Maroon activity in Florida. After they have completed their research, students will choose one of the following assignments.
  - They will write an essay on 2 of the following 5 factors
    - Causes of the rebellion
    - The events of the rebellion
    - The individuals involved
    - The effect of the rebellion
  - The more able students may be asked to choose this option and prepare a graphic organizer.
    - Life on the plantation
    - Compare and contrast two of the major slave revolts in America
    - The events of the rebellion
    - Compare and contrast the individuals involved
    - The reasons for failure and formulate a thesis

**Assessment with Clear & Compelling:**

Students will make a ten minute presentation of their essays to the class, followed by question and answer sessions ( Q and A). Rubric on essay writing will be passed to students. Essays will conform to established practices such as paragraphing, sentence fluency, proper organization and conventions. All students will provide a bibliography

**Creator :** HS SS Content Team

**File Attachments:** Background of slave revolts.pdf

David Walkers Appeal.pdf

Nat Turners Confession.pdf

Timeline of Slave Revolts.pdf

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