

Slavery: Why some people thought it was a good idea at the time.

Jessica Jaeger

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1. After sitting in several sessions early in the week, I really like the idea of different viewpoints on freedom. I also know that my teaching of the causes of the Civil War needs work. I know the causes are much more than slavery, however slavery is an issue my students really relate to. I think it will be interesting to show them why some people actually thought slavery was a good idea. Fifth graders all think slavery is bad and they can't imagine anyone in today's time supporting it. That kind of links to "the past is like a foreign country" aspect. By using three major topics, Dred Scott, the Fugitive Slave Act, and the Emancipation Proclamation I would like to take students on the journey of the nature of freedom, how it changes for each group involved as the years progress. I would like to incorporate the Civil War into this concept of race as well. My students aren't the best at memorizing battles, but the three aforementioned topics all relate to the war as well. I also want them to understand that during reconstruction, the North and South didn't just make up and everything was fine. I will incorporate, as I did last year, the Thinking Like a Historian Model including the *Through Their Eyes*, *Turing Points*, and *Cause and Effect* categories. After Thursday's presentation by Jerald Podair on the Emancipation Proclamation, I would like to do the suggested activity of going over the ethical issues concerning the motives of the Emancipation Proclamation.
2. I would like to use images and sources from Ed O'Donnell which he included in his Using Historical Images presentation. I would also like to consult with all Brett, David, or Jeff to help gain perspective on the pro-slavery movement. This is not a topic I am overly familiar with and it is definitely not covered in our text book!
3. The in-service training I would like to provide for colleagues would be something on using primary source documents. I was not exposed to primary sources until college. I think if teachers knew how easy it was to incorporate these items they may do it more often. I would also like to address Ed O'Donnell's SIGHT model for interpreting and using historical images. I would like to get a session at a district-wide in-service, however, my back up plans include a social studies curriculum team meeting, an elementary staff meeting, or a team meeting in my school.
4. I would like to present these lessons in an interactive format. At least one of the three lessons I would like to use SMART board technology. I would also like to incorporate multi-media sources such as songs or videos. I know the basics of creating a SMART board lesson but this would be the perfect opportunity to show images and have students write on them, change them, and add/delete things. I think my plan will help students view freedom through the eyes of a variety of people including: slaves, slave

owners, freedmen in the north, soldiers, escaped slaves, slave catchers, and the common man who may find a former slave in their midst.

5. This will be taught to fifth graders in social studies class. Our topics of study range from the Paleo-Indians to the Civil War and Reconstruction. The lessons in the project will be taught to at least two classes or approximately 50 different students. The WI academic standards for history addressed in the project are:

Social Studies, Standard B: History
Performance Standards - Grade 8

By the end of **grade eight**, students will:

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

6. As previously mentioned, I would like to use images from the American Memories website. I also would like to “borrow” images from Ed O’Donnel’s presentation. I have also plan to use the following web-sites/documents:

[Abraham Lincoln Papers at the Library of Congress. Transcribed and Annotated by the Lincoln Studies Center, Knox College. Galesburg, Illinois. Wisconsin Army Officer to His Wife, Friday, July 25, 1862 \(Fugitive slaves\) From Wisconsin Army Officer to His Wife¹, July 25, 1862 \(American Memories Site\)](#)

www.historynow.org This site has a number of articles dealing with all three of my topics.

<http://utc.iath.virginia.edu/proslav/prhp.html> This site has images from pro-slavery books written in response to Uncle Tom’s Cabin. I would like to take some of these images and see if students can tell me, “What do you see here?” “Does it fit with what you know about slavery?” and kind of take it from there!

I am debating using the Lincoln/Douglas debates. I would have to read more text before I decide. I also need to do some personal reading on the topic of the anti-slavery movement. Also know that each session I attended gave me useful information or sources to use throughout the year in my classroom. Even though they may not all relate to the project, I plan on working in things from every session.