

**WISCONSIN ACADEMY FOR THE STUDY OF AMERICAN HISTORY
WASAH Lesson Plan/Unite Project Proposal**

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**Topic: Slave Narratives in the United States
Class-U.S. History I, ninth grade**

I haven't taught this period of history for quite a few years. So I need to do a lot of research/reading to learn about slavery/the Civil War/Reconstruction. I choose this topic because it is one that goes hand in hand with the students I teach. My students need to see that there are other races that were persecuted and denied the rights that the white Americans have. I would like to engage my students in a way that would inspire them to think what life was like for a slave in the South. I would have them read various slave narratives, journals, examine photographs. Students would have opportunity to analyze various primary sources.

Learning Objectives:

Students would interpret primary source oral history documents.

Students to summarize these slave narratives.

Students would compare and contrast life during slavery with life afterward.

Students to evaluate oral history sources-their strengths and limitations.

Questions:

What did individual slaves do before the Civil War and afterward?

Did emancipation change the lives of the slaves? If so, how?

What do oral histories teach us about historical events?

What questions do they arise?

Are these slave narratives/stories factual? Some of these narratives were done 20 or more years after the Civil War.

What was slave like for African-Americans before and after the Civil War?

Why was slavery so prevalent in the United States when the United States stood for freedom and equality?

What are some of the hardships the African-Americans suffered from during this time?

What details/information intrigued or surprised them?

Goals:

For my students to see slavery and freedom from a real persons' perspective.

For my students to understand that the slaves lives/experiences varied.

Resources:

www.lib.unca.edu/library/rr/slave_narratives.html

www.learnnc.org/lp/pages/3052

http://docsouth.unc.edu/classroom/lessonplans/primary_source_analysis.html

<http://memory.loc.gov/ammem/snhtml/snhome.html>

www.loc.gov/teachers/usingprimarysources/resources/analyzing_primary_sources.pdf

www.pbs.org/wnet/slavery/teachers/primary-sources.html

<http://xroads.virginia.edu/~hyper/wpa/index.html>

<http://newdeal.feri.org/asn/index.htm>

<http://people.uvawise.edu/runaways/>

<http://www.inmotionaame.org/migrants/landing.cfm?migration=2>

http://memory.loc.gov/learn/lessons/p_sources/slavepho2.html

Books-American Slavery by Peter Kolchin

Many Thousands Gome:The First Two Centuries of Slavery in America

by Ira Berlin

Wisconsin Standards:

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| 1. B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government |
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documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world