

Activity#1.Dirty Family Secrets: How northern families got rich on the slave trade and textile industry

Module Name: Tracing the North's Involvement in the Slave Trade

Class type: ESOL ESE **Regular** **Gifted** **Honors** Inclusion All

Objectives for activity:

1. Students will understand the slave trade, how it worked and the extensive involvement of the North with the South and the Europeans.
2. Students will understand how the factory system and the transportation and market revolutions shaped regional patterns of economic development.
3. Students will grapple with the ethical issues involved in slavery, as an exploitative economic and social system.
4. Students will understand the abolitionist movement. Therefore, the students will be able to analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.
5. Students will be able to articulate their own personal values about slavery.

Materials Needed (texts, props, special supplies)

1. Background material on five topics to be copied and distributed to the students (the material can be found under Activity #1 in the main text of this module).
2. Scenario text concerning the De Wolf family to be copied and distributed to students.
3. Paper and pen or computer for composition.

Procedures for Teachers-*What You Need to Know/Do*

1. Part I: Review background material for students and copy and distribute the material to the students. If you decide to assign the material to five groups of students, for a summary presentation to the whole class, divide the class into five groups and assign each group one of the five topics. After they have had time to study the material, ask each group to present their summary.
2. Conduct a summary classroom discussion addressing the three questions provided under Activity #1, Part I, in the main text for this module.
3. Part II: Review the scenario text about the De Wolf family. Copy and distribute it to each student.
4. Ask each student to read the scenario and then write a short letter to Captain James De Wolf (see details under Activity #1, Part II, in the main text of this module).

Activity Type -Discussion Questions, Compositions, Small Group, etc.-*What Students Need to Do*

1. Individual student reading and analysis of background information and scenario.
2. Work in small groups.
3. Classroom discussion.
4. Composition of short letter.

Assessment

1. Evaluation of individual student reading and analysis of background information and scenario.
2. Participation in small groups and presentation of material to whole class.
3. Participation in classroom discussion.
4. Composition of a short letter.

<p>Activity#2. Brother Against Brother: The arguments for and against slavery  Module Name: Tracing the North's Involvement in the Slave Trade</p>
<p>Class type:    ESOL   ESE    <b>Regular</b>    <b>Gifted</b>    <b>Honors</b>    Inclusion    All</p>
<p>Objectives for activity:</p> <ol style="list-style-type: none"> <li>1. Students will understand the slave trade, how it worked and the extensive involvement of the North with the South and the Europeans.</li> <li>2. Students will grapple with the ethical issues involved in slavery, as an exploitative economic and social system.</li> <li>3. Students will understand the abolitionist movement. Therefore, the students will be able to analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.</li> <li>4. Students will be able to articulate their own personal values about slavery.</li> </ol>
<p>Materials Needed (texts, props, special supplies)</p> <ol style="list-style-type: none"> <li>1. Background material on five topics to be copied and distributed to the students (the material can be found under Activity #2 in the main text of this module).</li> <li>2. Scenario text concerning brother against brother to be copied and distributed to students.</li> </ol>
<p>Procedures for Teachers-<i>What You Need to Know/Do</i></p> <ol style="list-style-type: none"> <li>1. Part I: Review background material for students and copy and distribute the material to the students. If you decide to assign the material to groups of students, for a summary presentation to the whole class, divide the class into five groups and assign each group one of the five topics. After they have had time to study the material, ask each group to present their summary.</li> <li>2. Part II. Review the scenario. Distribute copies to students to read. Conduct a discussion addressing the 5 questions provided under Activity #2, Part II, in the main text of this module.</li> </ol>
<p>Activity Type -Discussion Questions, Compositions, Small Group, etc.-<i>What Students Need to Do</i></p> <ol style="list-style-type: none"> <li>1. Individual student reading and analysis of background information and scenario.</li> <li>2. Work in small groups.</li> <li>3. Classroom discussion.</li> </ol>
<p>Assessment</p> <ol style="list-style-type: none"> <li>1. Evaluation of individual student reading and analysis of background information and scenario.</li> <li>2. Participation in small groups and presentation of material to whole class.</li> <li>3. Participation in classroom discussion.</li> </ol>
<p>Activity#3.How Would You Vote? The law and slavery  Module Name: Tracing the North's Involvement in the Slave Trade</p>
<p>Class type:    ESOL   ESE    <b>Regular</b>    <b>Gifted</b>    <b>Honors</b>    Inclusion    All</p>
<p>Objectives for activity:</p> <ol style="list-style-type: none"> <li>1. Students will grapple with the ethical issues involved in slavery, as an exploitative economic and social system.</li> </ol>

2. Students will understand the abolitionist movement. Therefore, the students will be able to analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.

3. Students will be able to articulate their own personal values about slavery.

Materials Needed (texts, props, special supplies)

1. The scenario provided in Activity #3 in the main text of this module to be read to the class.
2. Background material on five topics to be copied and distributed to the students (the material can be found under Activity #3 in the main text of this module).
3. Paper and pen or computer for composition.

Procedures for Teachers-*What You Need to Know/Do*

1. Part I: Review the scenario. Read it aloud to the class. Without discussing the scenario, ask each student to decide how they would vote and why (see Activity #3, Part I, in the main text of this module for details).
2. Part II. Review background material for students and copy and distribute the material. If you decide to assign the material to groups of students, for a summary presentation to the whole class, divide the class into four groups and assign each group one of the four topics. After they have had time to study the material, ask each group to present their summary.
3. Part III. Conduct a summary classroom discussion addressing the three questions provided under Activity #3, Part III, in the main text for this module.
4. Part IV. Ask each student to revisit the assignment in Part I and have them write, on a third piece of paper, whether they would vote the same way as they indicated earlier and why or why not (see Activity #3, Part IV for issues they should address in their short essay).

Activity Type -Discussion Questions, Compositions, Small Group, etc.-*What Students Need to Do*

1. Individual student reading and analysis of background information and scenario.
2. Work in small groups.
3. Classroom discussion.
4. Compositions.

Assessment

1. Evaluation of individual student reading and analysis of information and scenario.
2. Participation in small groups and presentation of material to whole class.
3. Participation in classroom discussion.
4. Composition of two short compositions.

Case Study #1: Harriet Beecher Stowe

Module Name: Tracing the North's Involvement in the Slave Trade

Class type: ESOL ESE **Regular** **Gifted** **Honors** Inclusion All

Objectives for activity:

1. Students will understand the abolitionist movement. Therefore, the students will be able to analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.
2. Students will be able to articulate their own personal values about slavery.

Materials Needed (texts, props, special supplies)

1. Copy of the excerpt from *Uncle Tom's Cabin*.

Procedures for Teachers-*What You Need to Know/Do*

1. Review the excerpt from *Uncle Tom's Cabin*, as well as the background material provided in the main text of this module under Case Study #1.
2. Copy and distribute the excerpt to the students.
3. Ask the student to read the excerpt.
4. Conduct a classroom discussion about the ethics and actions of the people involved.

Activity Type -Discussion Questions, Compositions, Small Group, etc.-*What Students Need to Do*

1. Reading and analysis of excerpt from *Uncle Tom's Cabin*.
2. Classroom discussion.

Assessment

1. Evaluation of individual student reading and analysis of excerpt from *Uncle Tom's Cabin*.
2. Participation in classroom discussion.

Case Study #2: Olaudah Equiano

Module Name: Tracing the North's Involvement in the Slave Trade

Class type: ESOL ESE **Regular** **Gifted** **Honors** Inclusion All

Objectives for activity:

1. Students will understand the slave trade, how it worked and the extensive involvement of the North with the South and the Europeans.
2. Students will grapple with the ethical issues involved in slavery, as an exploitative economic and social system.
3. Students will be able to articulate their own personal values about slavery.

Materials Needed (texts, props, special supplies)

1. Copy of the excerpt from The Personal Slave Story of Olaudah Equiano.

Procedures for Teachers-*What You Need to Know/Do*

1. Review the excerpt from The Personal Slave Story of Olaudah Equiano as well as the background material provided in the main text of this module under Case Study #2.
2. Copy and distribute the excerpt to the students.
3. Ask the students to read the excerpt.
4. Conduct a classroom discussion about the excerpt (see issues to be discussed under Case Study #2 in the main text of this module).

Activity Type -Discussion Questions, Compositions, Small Group, etc.-*What Students Need to Do*

1. Reading and analysis of excerpt from The Personal Slave Story of Olaudah Equiano.
2. Classroom discussion.

Assessment

1. Evaluation of individual student reading and analysis of excerpt from The Personal Slave Story of Olaudah Equiano.
2. Individual participation in classroom discussion.