

Keith Ireland
Agawam High School
US History I
Grade 10

Subject: Slavery in the American Colonies in the First Half of the 1700s

Standards: Although there is not a specific standard addressed in the Massachusetts Curriculum Framework for this topic, this issue relates to the many differences between the northern and southern colonies (cultural, economic, societal, and religious)

Objectives: Students will be able to identify both the similarities and differences in the slave systems between the northern and the southern colonies

Resources: Along with the classroom textbook and in-class notes, other materials will be the primary and secondary sources provided by the teacher (see examples at the end of this lesson plan)

Activity: Jigsaw Activity

Day 1

Students will be divided into groups of three. Each group will be asked to examine characteristics of slavery either in the north or in the south. Using the primary and secondary sources, as well as prior knowledge, students within each group will work together in making a list of characteristics within their assigned region.

Day 2

The next step of this activity will be to form new groups of students, but in this instance they will be groups of four. Two students will be from a northern group, and the other two will be from a southern group. Students will then work together to formulate a Venn diagram comparing and contrasting slavery in the two regions. To do this, students will “teach each other” using the primary and secondary sources provided.

Assignment: Compare/Contrast Essay

Students will then be given one week to write a 4-paragraph essay in which they will compare how slavery in the north and south are both similar and different, using their Venn diagram as a guide. Within their essays students must cite a minimum of FOUR primary or secondary sources to support their information.

Evaluation: Student essays will be evaluated based on their knowledge of the similarities and differences of slavery in the different areas. Essay format, spelling, grammar, and transitions will also encompass the final grade.

Primary and Secondary Sources

The resources provided to the students may include (but are not limited to):

- Southern Colonies
 - o Various documents already accumulated regarding southern slavery in the first half of the 1700s
- Northern Colonies
 - o Excerpts from the following books:
 - *Slavery in the Connecticut Valley of Massachusetts*, by Robert H. Romer
 - *Mr. and Mrs. Prince: How an Extraordinary Eighteenth-Century Family Moved Out of Slavery and Into Legend*, by Gretchen Holbrook Gerzina
 - *A Forgotten History: The Slave Trade and Slavery in New England*. "Enslaved Africans in New England." Published by the Choices Program
 - o Excerpts from the following websites:
 - "Slavery in a New England Town" essay from *African American Historic Sites of Deerfield, Massachusetts Map & Guide*
http://www.americancenturies.mass.edu/activities/afam/AfrAm_userprint_essays.pdf
 - "Map to African American Historic Sites"
<http://www.americancenturies.mass.edu/activities/afam/index.html>
 - *Higher Education and Slavery in Western Massachusetts*, by Robert H. Romer
<http://www3.amherst.edu/~rhromer/MISC/JBHE-final-Slavery.pdf>
 - *Slavery in the North: Slavery in MA*, by Douglas Harper
<http://www.slavenorth.com/massachusetts.htm>
 - *Guide to African American Historic Sites- Learn More: Enslaved Africans living in Deerfield* <http://www.americancenturies.mass.edu/activities/afam/more.html>
 - *Student Essay: Slave Life in 18th Century Deerfield, Massachusetts*
http://www.americancenturies.mass.edu/classroom/curriculum_6th/lesson6/bkgde_ssaystudent.html
 - *African American Presence in Deerfield, Massachusetts*
http://www.americancenturies.mass.edu/classroom/curriculum_6th/lesson6/bkgde_ssay.html
 - *Slavery and the Slave Trade in Colonial New England*, by Joanne Pope Melish
<http://1704.deerfield.history.museum/popups/background.do?shortName=expSlavery>