TRT: Stephanie Massaro

Original LP on Ed Portal: [http://www.nps.gov/oxhi/forteachers/classrooms/learning-about-slavery-at-mount-welby-using-primary-source-documents.htm](http:////www.google.com/url?q=http%3A%2F%2Fwww.nps.gov%2Foxhi%2Fforteachers%2Fclassrooms%2Flearning-about-slavery-at-mount-welby-using-primary-source-documents.htm)

**\*\*Park Name**

|  |
| --- |
| [Oxon Cove Park & Oxon Hill Farm](http://www.nps.gov/oxhi/index.htm) |

**\*\*Lesson Plan Title (255 characters maximum)**

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| **Learning About Slavery at Mount Welby Using Primary Source Documents** |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| The activities in this lesson will give the students an opportunity to use primary source materials to piece together a picture of what life was like for those living in bondage on the Mount Welby Plantation in the early 1800s. Students will use a runaway slave ad, certificates of freedom, and census records to begin their exploration of 19th century slavery at Mount Welby. Students will then be asked to look at the African traditions of the enslaved people in a broader context by examining slave narratives and other oral histories. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_X Upper Elementary: 3rd Grade Through Fifth Grade

\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_X Social Studies

\_\_\_ Math

\_\_\_ Science

\_X Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| http://www.nps.gov/common/uploads/teachers/assets/images/ncr/park/oxhi/C39C46F0-1DD8-B71C-07A4BAC76AE28353/C39C46F0-1DD8-B71C-07A4BAC76AE28353.jpg |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| NPS Photo |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Grade Level: 4 Subject Area: English Language Arts** **Common Core Standards:** **[CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/RI/4/1/)Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.****[CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/)Determine the main idea of a text and explain how it is supported by key details; summarize the text.****[CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/RI/4/3/)Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.** |
| **Grade Level: 5 Subject Area: English Language Arts** [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/)Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.[CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/)Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.[CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/)Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.[CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/)Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
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**\*\*State Standards:**

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| **State: Maryland Subject: Social Studies Grade Level: 3-8****State Standards:****6.0: Social Studies Skills and Processes-** Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.**A.1, A.2, A.3, A.4** |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_X\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_X **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words.

\_\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a prior experience.

\_X\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build relationships for NEW situations.

\_X\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

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| five (5) 60 minute lessons |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| You may use these lessons together as centers, or as a whole class activity. There are four primary source-based lessons.  |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| **Primary sources** are original materials; an artifact, a document, a recording, or other source of information that was created at the time under study.**Secondary sources** are accounts written after the fact with the benefit of hindsight.**Manumission** is the act of setting free from slavery.**Griot** is a West African musician or storyteller who recounts the oral history of a village, family, etc. |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print copy of primary and secondary sources for students (student document)\*Primary sources for Lesson 4 about the census are better viewed digitally  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| **Lesson 1: An Ad Like No OtherLesson Outcome**The student will understand runaway slave advertisements and be able to analyze and interpret them while recognizing their historical significance. After completing this lesson the student will be able to:* Define a runaway slave advertisement and recognize it as a primary source.
* Analyze and interpret the document in order to make broader connections.
* Apply their critical thinking and interpretation skills to decide what research strategy to use for further investigation.

Grab any newspaper and you will see listings of items that are for sale. These are called advertisements. In the 19th century there were advertisements listed in newspapers that gave notice of a slave running away from their owner. The owner was the one that posted the advertisement and often offered a reward for the return of the runaway.**Materials**[Original document](http://www.nps.gov/oxhi/forteachers/classrooms/upload/runaway-slave-ad-debutts.jpg)[Transcribed document](http://www.nps.gov/oxhi/forteachers/classrooms/upload/runaway-ad.pdf)*Courtesy of the Maryland State Archives***Lesson**1. Take a look at the runaway ad submitted by Samuel Debutts to the Baltimore Telegraph Daily Advertiser in 1805.2. Read through the ad and jot down anything that you find interesting.3. Answer the following questions:* Is this a primary or secondary source? Explain your answer.
* What does this ad tell you about William?
* What does this ad tell you about Samuel DeButts?
* Who wrote the advertisement
* What does it mean to have plausible manners?
* Do you think the author shows any biases? If so what are they?
* When was the ad written?
* What was William's last name?
* What is your reaction to this document?
* When you read this ad do any questions come to mind? If so, what are they?

4. Read through and answer the following questions. You may have to speculate to formulate an answer. Where can you look further to get more information to support your answer?* Are William's mother and wife slaves?
* How did Dr. DeButts come to own a slave from Baltimore? Baltimore is about 60 miles north of Mount Welby.
* Mount Welby is noted as Mount Wiley. Why do you think this is?

Thinking more broadly:The ad offers a 20 dollar reward for William. In 1805, was that a lot of money? Was this amount similar to other rewards being offered at the time? Why would someone offer money for the return of a runaway slave? How do we know the answers to these questions? How could you find out more?**Lesson 2: The Story of John and Nelly Ganer**John and Nelly Ganer were born into slavery and raised on the Mount Welby plantation. Their grandfather, Thomas Moore, manumitted Nelly and John in his will. To manumit someone is to legally free them from slavery. After the death of Mr. Moore, a Certificate of Freedom was issued to John and Nelly Ganer A freed slave had to carry their Certificate of Freedom and prove their identity through a Confirmation of Identity by Oath. The Certificate of Freedom was numbered, registered, and issued by the courts. They were called "Free Papers" and it gave the name, stature, and complexion of the carrier. The papers indicated how the freedom was obtained. Free papers had to be renewed.**Lesson Outcome**Students will recognize that manumission was a legal act and that pertinent court documents can be analyzed and interpreted in order to make inferences about manumissions. After completing the lesson the student will be able to;* Define manumission.
* Define certificate of freedom.
* Explain why courts were involved in the manumission of people.
* Explain why people were manumitted in wills.
* Explain the importance of family members purchasing the freedom of other family members for manumission.

**Materials**Below are two documents associated with the manumission of John Ganer. Read both documents.[Granting of Certificate of Freedom, original](http://www.nps.gov/oxhi/forteachers/classrooms/upload/jganer-manumission.jpg)[Granting of Certificate of Freedom, transcribed](http://www.nps.gov/oxhi/forteachers/classrooms/upload/freedom-certificate.pdf)[Confirmation of Identity by Oath of John Ganer, origina](http://www.nps.gov/oxhi/forteachers/classrooms/upload/jganer-archives2.jpg)l[Confirmation of Identity by Oath of John Ganer, transcribed](http://www.nps.gov/oxhi/forteachers/classrooms/upload/confirmation-of-identity.pdf)*Courtesy of The Maryland State Archives***Lesson**1.Read the documents and take notes while reading. You can use the charts below to organize your thoughts. As you read, jot down things that pertain to each topic in the chart.[Chart 1, Granting of Certificate of Freedom.](http://www.nps.gov/oxhi/forteachers/classrooms/upload/granting-of-freedom-chart.pdf)[Chart 2, Confirmation of Identity Oath of John Ganer](http://www.nps.gov/oxhi/forteachers/classrooms/upload/confirmation-of-identity-chart.pdf)2. List at least two things that are similar about these documents.3. List at least two things that are different about these documents.4. Break up into groups to discuss the following questions..* Where was John Ganer born?
* What was his relationship to Thomas Moore?
* How did Thomas Moore come to own John Ganer?
* Was Thomas Moore a slaveholder even though he was a man of color?
* How did John Ganer become free?
* Why was John Ganer freed upon the death of Thomas Moore?
* These documents do not mention the parents of John Ganer. Why? What actions could be taken to find out more about the parents of John Ganer?

**Lesson 3: The Census, Documents You Can Count On!****Lesson Outcome**The first census of the United States Government was taken in 1790. The census of 1800, 1810, and 1820 provide snapshots of what life was like during this time. By analyzing these records, students will draw conclusions about the family and understand why the census is important. After the lesson is completed the students will be able to:* Classify a document as primary or secondary and support their answers.
* Explain census records and their importance.
* Explain what information was recorded by the United States government in the years 1800, 1810, and 1820 and what this information tell us about this time.

**Materials**[1800 Census, original heading](http://www.nps.gov/oxhi/forteachers/classrooms/images/heading-census-1800.jpg)[1800 Census, original body](http://www.nps.gov/oxhi/forteachers/classrooms/images/body-census-1800.jpg)[1800 Census, transcribed](http://us-census.org/pub/usgenweb/census/md/washington/1800/pgs-094-to-134.txt) (page 107b, line 3)[1810 Census, original](http://www.nps.gov/oxhi/forteachers/classrooms/images/sam-name-1810_1.jpg)[1810 Census, transcribed](http://us-census.org/pub/usgenweb/census/md/princegeorges/1810/pgs-502-to-582.txt) (page 531, line 11),[1820 Census, original](http://www.nps.gov/oxhi/forteachers/classrooms/images/JHD-1820-census.jpg)[1820 Census, transcribed](http://us-census.org/pub/usgenweb/census/md/princegeorges/1820/district-6.txt) (page 238, line 15) **Lesson**1. Read the [US Census Bureau Fact Sheet:](http://www.nps.gov/oxhi/forteachers/classrooms/upload/Census_Fact_Sheet-2.pdf)2. Determine if this document is a primary or secondary source. Support you answer.3. Explain why the census is important.4. Look at the census records for 1800, 1810, and 1820.5. Use [this chart](http://www.nps.gov/oxhi/forteachers/classrooms/upload/AVU-2.pdf) to fill in the information for Samuel DeButts for the 1800 and 1810 census. Use John Henry DeButts, Samuel's son, for the 1820 census.6. Using the information you gathered in the chart answer the following questions:* What information did the United States government deem as important in the early 19th century?
* How does the information gathered in each year differ? How is it the same? Why are there differences.
* What reasons might there be for Samuel not to be accounted for in the 1820 census? Why was John Henry omitted from the census of 1800 and 1810? Explain.
* What do these records tell us about Samuel DeButts?

**Lesson 4: The Oral Tradition**In many African societies, oral tradition is the method in which the people's history, folktales and religious beliefs are passed down through generations. Webster's dictionary defines "oral" as, "spoken rather than written," and it defines the word "tradition" as, "transmittal of elements of a culture from one generation to another especially by oral communication."For the African people, oral tradition is linked to their way of life. Most African societies greatly value the oral tradition as their primary means of conveying culture. It is also a mode of transmitting feelings, and attitudes. For centuries, African people depended upon oral tradition to teach important customary values.*The Griot*The responsibility of passing down the history, lessons, culture, and folktales belonged to the griot. A griot is a chronicler of history - keeping track of the history and developments of his people over time. The griot is also guardian of the knowledge of his people's ancestry, or genealogy. This history may never be written down so the griot is crucial to keeping the records of the past. Griots are also orators, lyricists, and musicians and they train to excel in all three art forms.*African Folktales and American Literature*When Africans were captured and brought through the Middle Passage to the Americas to be enslaved, much was stolen from them. The inhumanity of the Middle Passage and the institution of slavery were designed to strategically weed out the weak and breed a submissive people void of any knowledge of their history and legacy. Fortunately the African spirit was not easily broken and through the horrors of their experiences, by way of oral tradition, enslaved Africans maintained the knowledge of their culture and people. One of the ways they carried on their traditions was through storytelling.African folk tales were inspiring, entertaining, and educational. Stories about figures such as Anansi the Spider, Brer Rabbit, the Raven, and the Mosquito were passed down from generation to generation. Now we see these stories and countless others like them still alive in today's American literature. Tall tales about Paul Bunyan, Pecos Bill, and Johnny Appleseed were all influenced by the African oral tradition of storytelling.**Lesson Outcome**The student will understand the importance of oral tradition and storytelling in African culture as well as the role, responsibility, and stature the griot held in many West African cultures. After completing the activity the student will be able to:* Dissect the central themes and morals of the folktales.
* Recognize the similarities in traditional African folklore stories and American folktales.
* Understand the influence African folklore has on American literature.
* Define griot, oral tradition, and trickster tales.

**Materials**[Anansi and His Six Sons](http://www.nps.gov/oxhi/forteachers/classrooms/upload/anansi-the-spider.pdf)[The Birth of Pecos Bill](http://www.nps.gov/oxhi/forteachers/classrooms/upload/pecos-bill.pdf)**Lesson**1. Click on the links to read Anansi and His Six Sons and the Birth of Pecos Bill.2. After you read the story complete the [Venn Diagram,](http://www.nps.gov/oxhi/forteachers/classrooms/upload/venn-diagramm.pdf) When completing the Venn Diagram make sure to think about story themes andchronology, and all the other similarities and comparisons you can think of.**Lesson 5: Reimagining Slavery at Mount Welby**The institution of slavery did not value enslaved persons or their history. Thus, accurate histories and accounts of slavery were not recorded. However, once free, many Blacks decided to write and publish personal firsthand accounts of their lives as slaves. These accounts are known as slave narratives.Here at Mount. Welby, like most other plantations, there is very little information left that tells about the enslaved Africans who once lived here. However, by piecing together the few primary documents we have with other sources- like slave narratives- we are still able to formulate a general idea of what slavery was like here at Mount. Welby.**Lesson Outcome**The student will understand how oral tradition played a vital role in maintaining the history of enslaved persons through the Middle Passage and slavery. After completing the lesson the student will be able to1.  To analyze and interpret primary documents to form a conclusion of what slavery might have been like here at the Mount. Welby plantation.**Materials**[Dennis Simms](http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=62&itemLink=S?ammem/mesnbib:@field%28AUTHOR+@od1%28Simms,+Dennis%29%29), ex-slave from Prince Georges County, Marylandhttp://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=62&itemLink=S?ammem/mesnbib:@field%28AUTHOR+@od1%28Simms,+Dennis%29%29 [Fountain Hughes](http://memory.loc.gov/cgi-bin/query/D?afcesnbib:1:./temp/%7Eammem_kJJe::)http://memory.loc.gov/cgi-bin/query/P?mesn:1:./temp/~ammem\_O2Mx::Page Harris, ex-slave from Charles County, Maryland**Lesson**Read the two excerpts from the narratives of two Africans who were enslaved in southern Maryland and nearby Virginia. Then read through the primary documentation (part one, two, and three of this lesson) pertaining to the enslaved who live at Mount Welby. Take what you learned from the slave narratives and primary sources and write a fictional story about an enslaved person here at the Mount Welby plantation. Present the story to your class as if you were a griot passing along the story of an ancestor. Be creative. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| Have students compare and contrast any two or three of the primary sources from any of the lessons. Write 2-3 paragraphs : What do the sources tell us about slavery? What is their point of view? What types of documents are they? Does it give you a realistic glimpse into life of slaves and slave owners? How are the two sources you chose similar or different?  |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
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| Learning About Slavery At Mount Welby – Student Document |

**Summary (how does the material function in the lesson?):**

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| Primary resources and worksheets for all lessons |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| A Voice Unheard: Slavery at Mount Welby |

**Summary (how does the material function in the lesson?):**

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| Material needed for Lesson 3 |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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| http://www.nps.gov/oxhi/forteachers/classrooms/upload/AVU-2.pdf |

**Material #3**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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|  |

**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| Chunking text |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| Define unknown wordsCreate other “witness” accounts of these eventsWhat other people might be involved?  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|  |