

NTTI Media-Rich Lesson

Planning Guide

Title: Which Bad Was Worse? The effect of colonial slave codes

Time Allotment: 90 Minutes

Grade Level(s): Grade 5

Overview: This lesson utilizes the slave code documentation to deepen students understanding of the similarities and differences of the lives of slaves during slavery.

Subject Matter: Slavery / slave codes
Primary documents & geography

Learning Objectives: Students will be able to compare and contrast the life of a northern slave to a southern slave, and be able to describe laws relating to slaves.

Standards: People In Societies (Describe the experiences of African-Americans under the institution of slavery).
Geography Location 1

Media Components - Video:

Media Components - Web:

<http://www.archives.state.al.us/teacher/slavery/slave1.html>

<http://www.memory.loc.gov/ammem/sthtml/stpres02.html>

<http://www.pbs.org/wgbh/aia/part1/1p268.html>

http://www.slaveryinamerica.org/geography/slave_laws_SC.htm

http://www.pbs.org/wgbh/aia/part1/map1_txt.html

Prep for Teachers:

Have computers set up on designated websites for students to view primary documents. Make worksheet that allows students to list measurements of latitude and longitude of various colonies (copy may from overhead transparency).

Introductory Activity: (remember to number each step)

1. As a whole group, review using overhead map to discuss location of different colonies (latitude & longitude).
2. Compare/contrast climate & agriculture of different areas.
3. Investigate slave codes used.

Materials: Overhead, computers, copied documents, and worksheets.

Learning Activities: (remember to number each step)

1. Students will research the slave codes by viewing primary documents on pre-determined websites.
2. Have the students spend 10 minutes at each colony investigating codes while working on the worksheet.

Materials: Worksheet, computer stations--pre-set on three different colonies showing three sets of slave codes--maps.

Culminating Activity: (remember to number each step)

1. After the whole group reviews worksheets, have the students debate on which bad was worse.
2. Role playing -- if they had to be a slave, which colony was best? Why?

Materials:

Cross-Curricular Extensions;

Math & Science -- bar graph will be made to represent colonies.
Venn diagrams to compare and contrast colonies and codes.
Writing a descriptive paragraph of colonial area chosen.

Community Connections:

What are the school's code of conduct?
What about city codes?

Student Material:

Assessment

Whole group review worksheets -- teacher will collect for a grade.
Venn diagrams to compare and contrast.