

Title: Slave Resistance

Overview - Big Ideas/Goal:

- Describe the various forms of violent, active and passive resistance strategies used by slaves in the United States.
- Discuss the great lengths and determination used by slaves to get to freedom.
- Explain and provide a definition of the Underground Railroad.

Lesson Objective:

Students will:

- Analyze a primary source document for context, historical accuracy, and cultural influences.
- Describe attitudes and emotions of enslaved people in America.

Time Required: One class period

Grade Level: Grade 7-8 U.S. History

NYS Common Core Standards:

Grades 6–8 ELA and History/ Social Studies Common Core Standards require students to:

- a. **CCSS. ELA 7.** Analyze the relationship between a primary and secondary source on the same topic.
 - Create understanding of the past by using primary and secondary sources.
 - View historic events through the eyes of those who were there as shown in their writing, art, music and artifacts.

Lesson Creator: James Oigarga

Brief description of procedure:

1. **PowerPoint Lecture:** Teacher will give a PowerPoint lesson of primary source visuals and documents that demonstrate the ways white slave masters attempted to “break” enslaved Africans mentally, physically, and culturally; and the multitude of methods used by slaves to actively and passively resist the oppression.
2. **Class Discussion:** Discuss with students what other things might have gone wrong on the slaves’ journey north to freedom and what might have been the penalties.



Classroom Activities: Independent Practice/Investigative Question:

1. Allow students 20-30 minutes to analyze the primary source painting using the Library of Congress Teaching with Primary Sources Analysis Tool or the K-W-L chart. Provide questions from the Library teachers' guide to focus their inquiry. <http://www.loc.gov/pictures/item/99614263/>

2. The activity can be modified to present primary source as an Image Puzzle. Students may be provided with a large copy of a primary source image which has been strategically "cut" into pieces. Students are only shown one piece at a time to objectively analyze it and infer what the larger picture will be. Add pieces and repeat until the whole picture is shown. Then discuss how the pieces of the photo related to the whole image (see attached image puzzle).

Closure:

Conclude the lesson by having a general classroom discussion answering the following questions:

- a. What did this primary source tell you about slavery before the Civil War?

- b. Ask students this question: "with all the penalties and risks of escaping, do you think *you* would have had the courage to run away? Why or why not?"

Thumbnail Image	Title/Date/Collection	Persistent URL
	<p>Title: The modern Medea - the story of Margaret Garner [Margaret Garner, a slave who escaped from Kentucky to Ohio; her 4 children, 2 of which she killed so they would not have to endure slavery, lying dead on floor; and 4 men who pursued her]</p> <p>Date Created/Published: 1867</p>	<p>http://www.loc.gov/pictures/item/99614263/</p>







What do you see in this primary source?

Who do you think these people are?



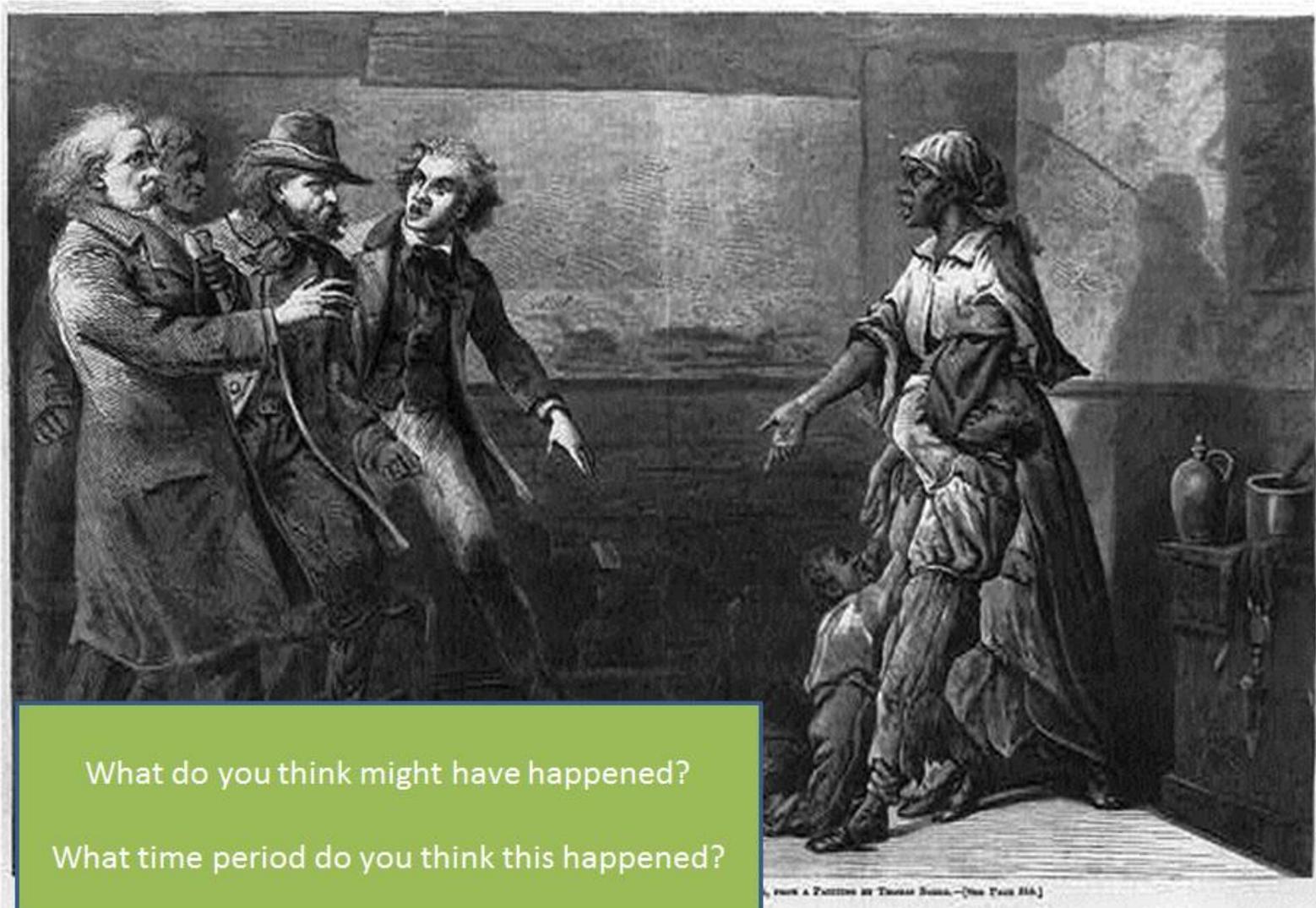


Where do you think this scene happened?



W.C.
HARRIS'S WEEKLY.
[May 15, 1847.]





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HARPER'S WEEKLY.

[May 15, 1857.]

What do you think might have happened?
What time period do you think this happened?





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HARPER'S WEEKLY.

[May 18, 1867.]

Describe the scene of this primary source.
What or who do you wonder about?



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The Modern Medea, 1867 - Thomas Satterwhite Noble

Why do you think someone made this source?



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