

# Slavery Divides the Country

*Big Idea: Human Rights & Survival/Resistance*

## Lesson 1

|                     |  |
|---------------------|--|
| <b>Standards</b>    | 7.4A Identify and discuss events and conflicts in the state of Texas<br>7.21B Analyze information by sequencing and identifying cause-and-effect relationships<br>7.5A Explain reasons for the involvement of Texas in the Civil War |
| <b>Lesson Topic</b> | Slavery in Texas   |

| <b>Objectives</b>   | <b>Key Vocabulary</b>   |
|---|---|
| <p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"><li>Learn about the injustice of slavery as an institution.</li></ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"><li>Use key vocabulary in reading, writing, listening and speaking throughout the lesson.</li><li>Watch and listen to the video, write responses in their notebooks, and contribute in whole-class discussion.</li><li>Listen and/or read the lesson passage, and write question responses in their notebooks.</li><li>(In the review/assessment activity) Discuss the beliefs of slave owners that allowed slavery to continue and write about how and why the balance of power between slaves and slave owners favored the slave owners.</li></ul> | <ul style="list-style-type: none"><li>misery</li><li>plantation</li><li>plow</li><li>unceasing</li></ul>  |
| <b>Materials</b>  | <b>Preparation</b>  |
| <ul style="list-style-type: none"><li>Student notebooks</li><li>Overhead projector and transparency markers</li><li>Video: “Jupiter and Thomas Jefferson”</li><li>Outside Passage: “Slavery in the South” (in teacher’s binder)</li><li>Transparency: Questions</li><li>Transparency: Balance of Power between Slaves and Slave Owners</li></ul>  | <ul style="list-style-type: none"><li>Post the objectives</li><li>Links to background</li><li>Discussion about beliefs of slave owners that allowed slavery to continue</li></ul> |

## Motivation (Engagement/Linkages)

3 min.

- Provide overview/background information of today's lesson.
  - *In the 1850s, farms were important in the South, including Texas. Many of the farmers grew cotton to sell, as there was a demand for cotton in the North and in Europe. Most Texas cotton was grown on plantations, or large farms.*
- Solicit students for knowledge of *plantation*.
  - *Slavery became a cheap source of labor for planters who had plantations. Slaves made up a large portion of the population in East Texas. Slaves held no power, and their white owners considered slaves to be property. This week we will examine the institution of slavery. We'll see how inhumanely one human can treat another and how slaves resisted.*

## Presentation

30 min.

### Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

### Teacher-led Reading: "Slavery in the South" (in teacher's binder)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
  - *Describe the kinds of work done by slaves in the cities.*
  - *Describe the kinds of work done by slaves on plantations.*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

### Video: "Jupiter and Thomas Jefferson"

(10 min.)

- Introduce the video.
  - *From the reading, we got an idea of the kinds of work slaves were forced to do. Of course, slaves were not happy with the way they were treated, and many tried to resist, or fight back.*
  - *Now let's watch a short video about the life of a particular slave, Jupiter. As you watch, listen for descriptions of the conditions under which slaves were forced to work, the ways they tried to resist, and the inhuman punishments they were given for resisting. Focus on the following questions: In what ways did the slaves try to resist? What were the consequences if they resisted? In what ways were the slaves' human rights violated?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

**Practice**

**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

**Review/Assessment**

**10 min.**

- Introduce the activity.
  - *Let's examine the institution of slavery. What were the beliefs of slave owners that allowed slavery to continue?*
- Prompt for answers such as “white supremacy” and “cheap labor.”
  - *Today we looked at the lives of slaves, the work they were forced to do, and the harsh punishments they were given if they resisted. Tomorrow, we'll see that despite these hardships, slaves continued to resist.*
- Explain to students that they will work on a balance of power graphic organizer in which they will write about the ways in which slaves and slave owners had power and/or were powerless.
- Students write their responses in their graphic organizer.
- Students contribute their answers in a whole-class discussion.

# **misery** **(miseria)**

**Suffering and unhappiness**



Trowbridge Estate; [www.flickr.com/photos/jaggers/7006194783](http://www.flickr.com/photos/jaggers/7006194783)  
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**Synonym: distress**

The slaves faced great **misery** under their slave masters.

Misery can cause people to do things they would not normally do.

***Turn and Talk***

- What are some things that cause you misery?

## **plantation (plantación)**

**A large farm or estate where cotton, tobacco, coffee, sugar cane, or other cash crops are grown**



Frank and Frances Carpenter Collection; [www.loc.gov/pictures/item/93511081](http://www.loc.gov/pictures/item/93511081)

**Synonyms: large farm, farm estate**

On large **plantations**, slaves had specific jobs.

**Plantations** are usually found in tropical areas.

### ***Turn and Talk***

- **Why is it necessary to have many workers on a plantation?**



## **plow (prar)**

**To turn over soil using a heavy farm tool  
that has a broad blade**



Klearchos Kapoutsis; [www.flickr.com/photos/klearchos/5285358580](http://www.flickr.com/photos/klearchos/5285358580)  
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### **Synonym: tilling land**

Male slaves usually did the heaviest work, which involved **plowing** the fields.

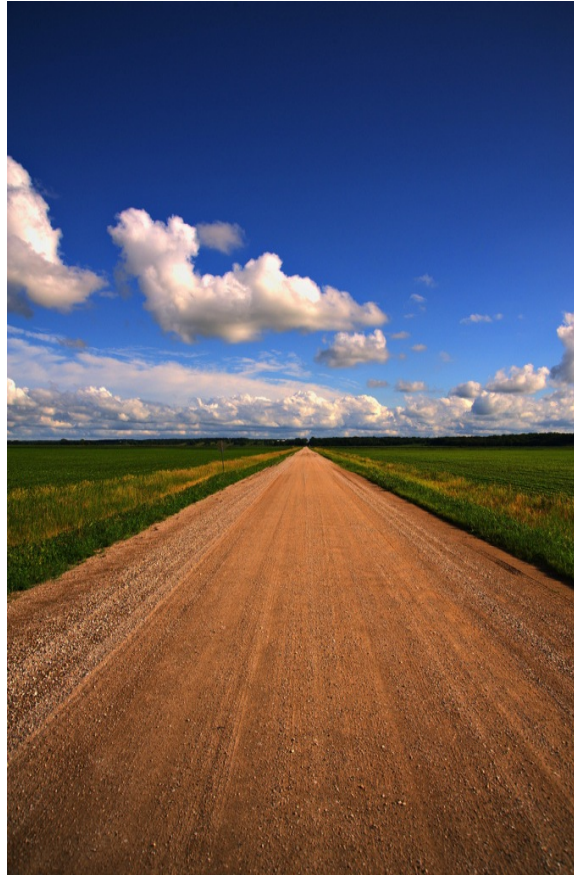
Horses, donkeys, and tractors are usually used for **plowing** the field before planting.

### ***Turn and Talk***

- **In your opinion, what would be the disadvantage of not plowing the field before planting?**

# **unceasing (incesante)**

**Continuous, endless**



Carl Wycoff  
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## **Synonyms: nonstop, persistent**

A slave experienced years of **unceasing** labor.

The seemingly **unceasing** efforts by the teacher to get calculators for the entire class finally resulted in success.

### ***Turn and Talk***

- **Share an activity that you would like to do unceasingly. What is it about the activity that makes you want to spend so many hours on it?**

# Slavery Divides the Country

*Big Idea: Human Rights & Survival/Resistance*

## Lesson 2

|                     |   |
|---------------------|---|
| <b>Standards</b>    | <p>7.4A Identify and discuss events and conflicts in the state of Texas</p> <p>7.21B Analyze information by sequencing and identifying cause-and-effect relationships</p> <p>7.5A Explain reasons for the involvement of Texas in the Civil War</p> |
| <b>Lesson Topic</b> | Slave Resistance  |

| Objectives   | Key Vocabulary   |
|--|--|
| <p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"> <li>Learn how literacy and slave culture were forms of resistance.</li> </ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"> <li>Use key vocabulary in reading, writing, listening and speaking throughout the lesson.</li> <li>Watch and listen to the video, write their responses in their notebooks, and contribute in whole-class discussion.</li> <li>Listen and/or read the lesson passage, and write question responses in their notebooks.</li> <li>(In the review/assessment activity) Write about how slaves were oppressed, how they were denied human rights, and how they resisted.</li> </ul> | <ul style="list-style-type: none"> <li>banjo</li> <li>chores</li> <li>liberty</li> <li>resistance</li> </ul> |
| Materials  | Preparation  |
| <ul style="list-style-type: none"> <li>Student notebooks</li> <li>Overhead projector and transparency markers</li> <li>Video: “American Slave Culture”</li> <li>Outside Passage: “Diary Entry: A Picture of Freedom” (in teacher’s binder)</li> <li>Transparency: Questions</li> <li>Transparency: Slave Resistance</li> </ul>   | <ul style="list-style-type: none"> <li>Post the objectives</li> <li>Links to background</li> </ul>           |



## Motivation (Engagement/Linkages)

3 min.

- Provide overview/background information of today's lesson.
  - *Yesterday, we learned about slave life and work. Slaves were thought of as property and had to do whatever their owners demanded, which often meant working hard and long hours on plantation fields. We saw from the video how slaves tried to resist, in quiet or obvious ways. We also saw how harshly slaves were treated when they resisted, but slaves continued to resist. Today we will learn about other ways in which they resisted and how it was a source of power for them.*

## Presentation

32 min.

### Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

### Video: "American Slave Culture"

(5 min.)

- Introduce the video.
  - *Today we're going to continue to watch a video on slavery through Jupiter's eyes. As you watch the video, think about the following question: How was slave culture a form of resistance?*
- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

### Partner Reading: "Diary Entry: A Picture of Freedom" (in teacher's binder) (15 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
  - *From the video and the reading, what were some forms of resistance that slaves used?*
  - *Clotee is trying to hide the fact that she has learned to read. She asks two questions: Why do white folks want to keep us from knowing things? What are they so scared of? What do you think is the answer to her questions? What do you think would happen to the balance of power between slaves and masters if slaves became literate? Why?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

**Practice**

**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

**Review/Assessment**

**10 min.**

- Introduce the activity and display Transparency: Slave Resistance.
  - *Think about the daily life and work of the slaves that we read and talked about. On one side of the graphic organizer, write about how slaves were oppressed and how their human rights were stripped away from them. On the other side, write how slaves resisted. Even though we have learned that they had very little power, they found ways to resist how they were being treated.*
- Have students work in groups to complete the “Slave Resistance” graphic organizer.
- Review responses in a whole-group discussion.

## **banjo** **(banjo)**

**A stringed instrument of the guitar family that has  
a long neck and circular body**



Plenty.r

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Slaves sang songs while working in the fields, and after work they played instruments, such as fiddles or **banjos**.

The **banjo** does not have an echo chamber, so it cannot play long notes.

### ***Turn and Talk***

- Look closely at the picture of the banjo. What other musical instruments does it remind you of?

# chores (quehaceres)

**The everyday work around a house or farm**



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## **Synonyms: duties, tasks**

Slaves spent any spare time doing personal **chores** or tending to their gardens.

My daily **chores** include making my bed and washing the dishes.

### ***Turn and Talk***

- **Share with your partner one chore that you have been assigned either at home or in your classroom.**



# **liberty** **(libertad)**

**Having the power or right of doing,  
thinking, speaking, etc., as you wish**



Mark Heard  
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## **Synonyms: freedom, independence**

The slaveholders denied the slaves the **liberty** to practice their culture.

At the cafeteria, I have the **liberty** to select my lunch menu.

### ***Turn and Talk***

- You do not have the **liberty** to leave school grounds during school hours without adult permission. Why do you think this is the case?



## **resistance** **(resistencia)**

**An act of opposing something; refusing to obey**



Jeremy Bronson  
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### **Synonyms: opposition, defiance**

One of the ways slaves showed **resistance** was by preserving their own culture.

The teacher's order for the student to leave the classroom was met with **resistance**.

### ***Turn and Talk***

- **In what circumstances might students show resistance to adult authority?**

# Slavery Divides the Country

*Big Idea: Human Rights & Survival/Resistance*

## Lesson 3

|                     |  |
|---------------------|--|
| <b>Standards</b>    | 7.4A Identify and discuss events and conflicts in the state of Texas<br>7.21B Analyze information by sequencing and identifying cause-and-effect relationships<br>7.5A Explain reasons for the involvement of Texas in the Civil War |
| <b>Lesson Topic</b> | The Slavery Debate in Texas and Nationwide   |

| <b>Objectives</b>   | <b>Key Vocabulary</b>  |
|---|--|
| <p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"><li>Learn about the debates over slavery in Texas and the United States prior to the Civil War.</li></ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"><li>Use key vocabulary in reading, writing, listening and speaking throughout the lesson.</li><li>Watch and listen to the video, write responses in their notebooks, and contribute in a whole-class discussion.</li><li>Listen and/or read the lesson passage, and write question responses in their notebooks.</li><li>(In the review/assessment activity) Predict what will happen next following the differing opinions about slavery between the North and the South.</li></ul> | <ul style="list-style-type: none"><li>abolition</li><li>prohibit</li><li>tariffs</li><li>treason</li></ul> |
| <b>Materials</b>  | <b>Preparation</b>   |
| <ul style="list-style-type: none"><li>Student notebooks</li><li>Overhead projector and transparency markers</li><li>Video: “Growing National Divisions”</li><li>Outside Passage: “Debating Slavery” (in teacher’s binder)</li><li>Transparency: Map of Free and Slave States</li><li>Transparency: Questions</li></ul>  | <ul style="list-style-type: none"><li>Post the objectives</li><li>Links to background</li></ul>            |

## Motivation (Engagement/Linkages)

5 min.

- Introduce the topic of today's lesson.
  - *There was a big division between states in the North that were anti-slavery and the states in the South that were pro-slavery.*
- Display Transparency: Map of Free and Slave States.
  - *Was Texas pro-slavery or anti-slavery?*
- Prompt for answers.
  - *Most of Texas was pro-slavery, but we're going to step outside of Texas today and talk about the entire country.*
- Show black areas on the map.
  - *As the United States acquired more territory, the question arose as to whether these new areas would be slave states or free states. When the Supreme Court, the most important court in the United States, determined that African Americans could never be citizens and that the government could never make a new state a free (no slave) state, the possibility of war became real.*

## Presentation

30 min.

### Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

### Teacher-led Reading: "Debating Slavery" (in teacher's binder)

(10 min.)

- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
  - *Who were pro-slavery, and what were their reasons?*
  - *Who were anti-slavery, and what were their reasons?*
- Model thinking aloud as you read in order to make sense of text.
- As you read, demonstrate how to generate different types of questions, while allowing them to respond to these questions.

### Video: "Growing National Divisions"

(10 min.)

- Introduce the video.
  - *From the reading, we learned some of the arguments in the debate over slavery in Texas and nationwide. We also read about the laws passed that seemed to tilt the balance in favor of slavery. Today we will watch a video on issues involving slavery and how they divided the country. As you watch, focus on the laws that enforced slavery. Make a note of how the law viewed slaves and whether this view improved or worsened with time. You will answer the following question: How did the Dred Scott decision violate African Americans' human rights?*

- Students watch the video clip.
- Students write their response in their logs. They may discuss the answer in their pairs.
- Teacher summarizes the video, highlighting the question above by using a few responses from the students.

**Practice**

**5 min.**

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

**Review/Assessment**

**5 min.**

- Introduce the activity.
  - *In this lesson, we saw that differing opinions between the North and the South led to tensions. Whose side do you think the law was on?*
- Prompt for answers (e.g., the South, because of the Dred Scott decision).
  - *What do you think will happen next?*
- Discuss students' responses with the whole group.

# **abolition** **(abolición)**

**To officially bring an end to something**



Library of Congress Prints and Photographs Division; [www.loc.gov/pictures/resource/ppmsca.21005](http://www.loc.gov/pictures/resource/ppmsca.21005)

## **Synonyms: elimination, end**

The Northern states called for the **abolition** of slavery.

Many Iraqi people want the **abolition** of war in their country.

### ***Turn and Talk***

- How would you respond to abolition of iPods because they cause hearing problems?



## **prohibit (prohibir)**

**To stop or prevent**



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**Synonyms: ban, forbid**

Pro-slavery laws **prohibited** slaves from marrying or owning property.

The locked doors **prohibited** us from entering the building.

### ***Turn and Talk***

- What do you think of the idea of prohibiting homework because parents want their children to do housework after school?

# **tariffs (tarifas)**

**Taxes paid on particular imports or exports**



Stan Dalone; [www.flickr.com/photos/miran/4895430241](http://www.flickr.com/photos/miran/4895430241)  
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## **Synonyms: taxes, customs duties, charges**

The Southern states opposed **tariffs** because it increased the cost of imported items.

The businessman paid **tariffs** on the jewelry he bought in Mexico.

### ***Turn and Talk***

- **What are the benefits of tariffs to a country?**

## **treason** **(traición)**

**The crime of betraying one's country**



National Park Service; [www.nps.gov/history/history/online\\_books/civil\\_war\\_series/1/sec6.htm](http://www.nps.gov/history/history/online_books/civil_war_series/1/sec6.htm)

### **Synonyms: sedition, treachery**

Slave leaders who revolted against slavery were hanged for **treason**.

The government official was sentenced for **treason** after he attempted to overthrow the government.

### ***Turn and Talk***

- **Treason is considered one of the most serious crimes in the United States, often resulting in life in prison. Why do you think many countries consider treason as serious as other crimes like murder?**

# Slavery Divides the Country

*Big Idea: Human Rights & Survival/Resistance*

## Lesson 4

|                     |   |
|---------------------|---|
| <b>Standards</b>    | 7.13 Analyze the impact of economic phenomena as it relates to the slave trade<br><br>7.21B Analyze information by established cause-and-effect relationships |
| <b>Lesson Topic</b> | Slavery in the present-day United States  |

| <b>Objectives</b>   | <b>Key Vocabulary</b>   |
|---|---|
| <p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"><li>• Learn the ways in which slavery exists in the United States today.</li></ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"><li>• Use key vocabulary in reading, writing, listening and speaking throughout the lesson.</li><li>• Watch and listen to the video, write their responses in their notebooks, and contribute in whole-class discussion.</li><li>• Listen and/or read the lesson passage, and write question responses in their notebooks.</li><li>• (In the review/assessment activity - in groups) Create a poster for abolishing slavery, and give reasons why slavery is wrong.</li></ul> | <ul style="list-style-type: none"><li>• noose</li><li>• protest</li><li>• racism</li><li>• trafficking</li></ul>  |
| <b>Materials</b>  | <b>Preparation</b>  |
| <ul style="list-style-type: none"><li>• Student notebooks</li><li>• Overhead projector and transparency markers</li><li>• Video: “Modern-day Slavery”</li><li>• Outside Passage: “Jena 6” (in teacher’s binder)</li><li>• Transparency: Questions</li></ul>   | <ul style="list-style-type: none"><li>• Post the objectives.</li><li>• Links to background</li><li>• Use of “Main Causes of Slavery” transparency to introduce the day’s lesson</li></ul> |

## Motivation (Engagement/Linkages)

5 min.

- *This week we have seen how inhumanely the slaves were treated and the kinds of work they were forced to do. From what we have learned, what were some of the main reasons for slavery?*
- Elicit responses from students.
- *There were many reasons for slavery, but two of the main ones were racism, or the belief that one race is better than another, and economic reasons, or the promise of cheap labor.*
- Prompt for examples of economic reasons (cheap labor, more profit) and racism (discrimination, white supremacy).
- *In the last week, we have talked about slavery in the United States. But that was in the past. Do you think slavery still exists today?*
- Elicit responses
- *Today, we will be talking about modern-day slavery and racism.*

## Presentation

30 min.

### Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

### Video: "Modern-day Slavery"

(10 min.)

- Introduce the video and activity.
  - *As we mentioned, in the past, slavery existed for two main reasons: economic reasons and racism. Unfortunately, slavery still exists today, although in different forms and in less obvious ways. For instance, disadvantaged groups are made to work for little or no money. Racism also still exists. To learn more about how slavery might look like today, let's watch a video about modern-day slavery. Listen for answers to the following questions: What kinds of work are slaves forced to do? In what ways are their human rights violated?*
- Students watch the video clip.
- Students write their responses in their logs. They may discuss the answers in their pairs.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

### Partner Reading: "The Jena Six" (in teacher's binder)

(10 min.)

- *We have just watched a video highlighting the ways slavery might look like today. Let's now read a passage that provides an example of how racism may be practiced today.*
- State the big idea of the reading.
- Preview the reading by asking questions to help activate background knowledge and guide students' thinking about what they will learn.
- Read the questions (on transparency) that students will focus on during the reading.
  - *How is racism reflected in the Jena Six incident?*
  - *From the video and the reading, why do you think slavery still exists today?*
- Remind students why it is important to ask and answer different types of questions during reading.



- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

### Practice

5 min.

- After the reading, in pairs, have students discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin discussion of the questions while helping students to center on the big idea/s in the selection.

### Review/Assessment

10 min.

- Introduce the activity.
  - *This week, we discussed slavery, what it means, in what ways it existed in Texas and the South, how people in the North were fighting to abolish it, and how it still exists today in different ways.*
  - *Today, we will break into groups. You will make a poster for abolishing slavery. In this poster, list why slavery is wrong. You can choose to focus on slavery before the Civil War or on modern-day slavery.*
- Have students work in groups to complete the poster.
- Groups share the contents of their poster with the class.

## **noose** **(lazo)**

**A loop with a knot that tightens as one pulls it**



Ben Sutherland; [www.flickr.com/photos/bensutherland/130730734](http://www.flickr.com/photos/bensutherland/130730734)  
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**Nooses** were used to hang escaped slaves from trees as a message to other slaves.

The former president of Iraq, Saddam Hussein, met his death by being hanged by a **noose**.

### ***Turn and Talk***

- Recently, students hung two nooses from a tree in a high school in Jena, Louisiana. Why do you think that caused a national controversy?

# **protest** **(protestar)**

**To express strong disagreement with something**



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## **Synonyms: oppose, object**

Many people in the New York rally **protested** the annexation treaty.

The eighth-grade students **protested** being treated unfairly in the school.

### ***Turn and Talk***

- **Protests can come from one person but are usually stronger if many people participate. What big protests have you seen or participated in? Were they successful?**

## **racism** **(racismo)**

**The act of discriminating against someone  
of a different race or ethnic group**



Kevin Pluck; [www.flickr.com/photos/yaaaay/10142774](http://www.flickr.com/photos/yaaaay/10142774)  
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### **Synonyms: racial discrimination, bigotry**

Even when African American residents in the United States were free, they still had to face **racism** from many different parts of society.

**Racism** in schools comes in many forms, such as using hurtful racial jokes and slurs.

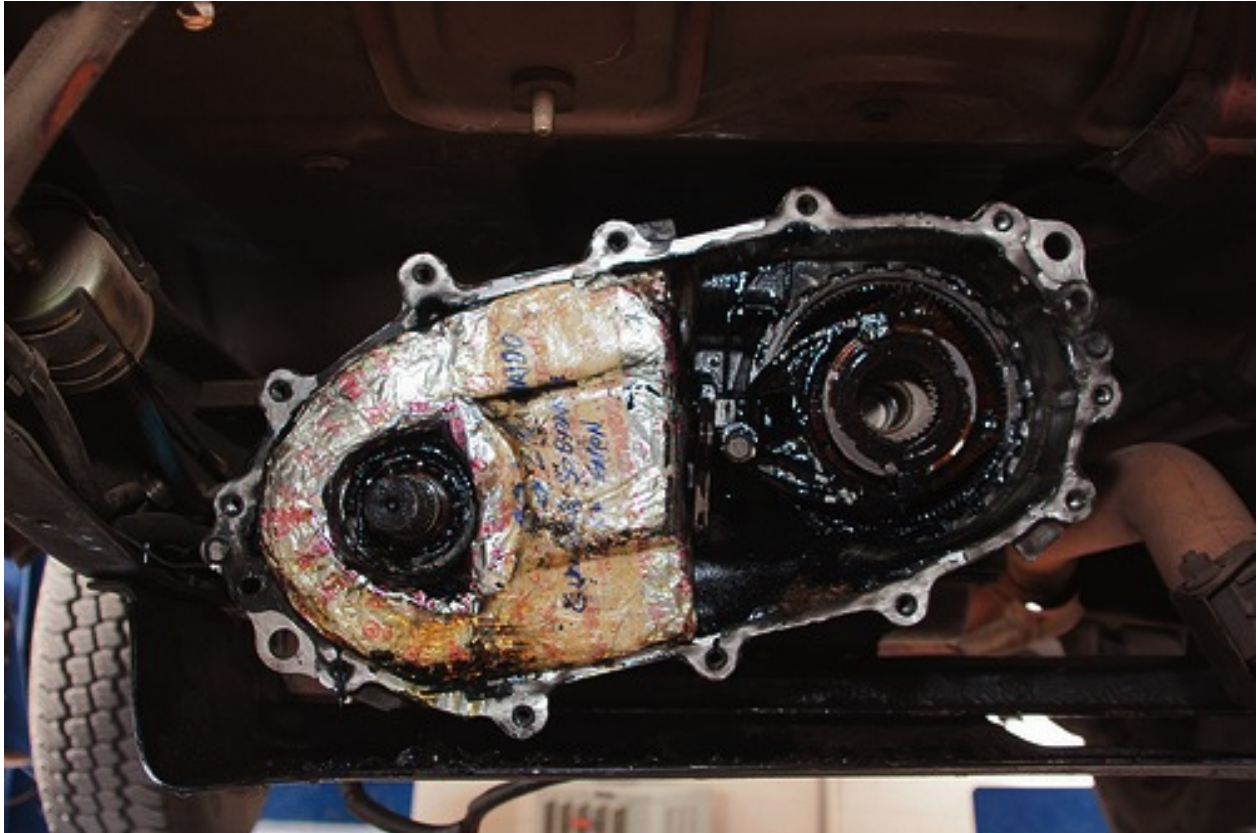
### ***Turn and Talk***

- Many people claim that racism causes communities to lose money. Why do you think they say this?



## **trafficking (traficando)**

**Dealing or trading in something illegal**



U.S. Customs and Border Protection; [www.flickr.com/photos/cbppphotos/6812337865](http://www.flickr.com/photos/cbppphotos/6812337865)  
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### **Synonym: smuggling**

There have been many incidents of human **trafficking** in the United States.

Many people have been caught **trafficking** drugs across the border.

### ***Turn and Talk***

- **What kinds of things are trafficked illegally in the United States?**



# Slavery Divides the Country

*Big Idea: Human Rights & Survival/Resistance*

## Lesson 5

|                     |                         |
|---------------------|-------------------------|
| <b>Standards</b>    | None                    |
| <b>Lesson Topic</b> | End-of-week quiz review |

| <b>Objectives</b>   | <b>Key Vocabulary</b>   |
|---|---|
| <p><b>CONTENT—Students will:</b></p> <ul style="list-style-type: none"><li>• Use notes constructively as preparation for the quiz.</li><li>• Take end-of-week assessment.</li></ul> <p><b>LANGUAGE—Students will:</b></p> <ul style="list-style-type: none"><li>• Listen and provide responses to jeopardy questions during the review.</li><li>• Match vocabulary words to their corresponding definitions and compose answers to content comprehension questions.</li></ul> |   |
| <b>Materials</b>  | <b>Preparation</b>  |
| <ul style="list-style-type: none"><li>• Student notebooks</li><li>• Overhead projector and transparency markers</li><li>• Weekly quiz</li></ul>   | <ul style="list-style-type: none"><li>• Post the objectives</li></ul> |

## Motivation (Engagement/Linkages)

**1 min.**

- *Today, before you take the quiz, we will first review what we have learned this week. The review is in the form of a jeopardy game. You can draw from your notes to help answer the Jeopardy questions.*

## Presentation

**20 min.**

- Introduce the game of Jeopardy.
- Have students play Jeopardy in small groups or in two large teams. You might want to appoint a time- and scorekeeper.
- Have a team member pick a category and a point value. Make sure you set a time limit for the answer.
- Look at your Jeopardy handout for questions and answers.
- If the student is correct, the team is awarded the point value of the question.
- If the student/team is incorrect, the opposing team may take the points if they can answer the question correctly.
- Continue until all questions have been answered. The team with the most points wins.
- Remind students to answer in the form of a question (e.g., “Who is Santa Anna?”) and that they may use their notebooks to look for answers.

## Practice

- Students answer the various questions in the Jeopardy game.
- The teacher provides feedback along the way.

## Review/Assessment

**30 min.**

- Remind students to provide complete sentences in the content comprehension section of the assessment.
- Distribute the weekly assessment.
- If time permits, you may read quiz items to students in order to clarify any questions students may have prior to taking the quiz.
- Students take the weekly quiz.
- If time allows and students finish before the end of class time, review questions and answers with students after quizzes have been collected.

## JEOPARDY!

| People    |   |
|-----------|---|
| 10        | <p>A- Slavery supported whose economy, which was based on cotton farming.</p> <p>Q- Who are Southerners (or Texans)?</p>  |
| 50        | <p>A- A person who supports to end an activity or the abolishment of something.</p> <p>Q- Who is an abolitionist?</p>   |
| 100       | <p>A- The 1857 case decision that stated that Blacks were not citizens of the United States and therefore had no rights was named after this man, who unsuccessfully filed suit for his freedom.</p> <p>Q- Who is Dred Scott?</p> |
| Places    |   |
| 10        | <p>A- In this part of the country most people called for the abolition of slavery.</p> <p>Q- What is the Northern United States or the North?</p>   |
| 50        | <p>A- This is a large farm where cash crops like cotton and tobacco are grown.</p> <p>Q- What is a plantation?</p>  |
| 100       | <p>A- For the majority of slaves in this area of the United States, work meant spending time in the fields.</p> <p>Q- What is the South (or Texas)?</p>   |
| Potpourri |   |
| 10        | <p>A- Two jobs that slaves did in the cities were _____.</p> <p>Q- What is work as carpenters, blacksmiths, cooks, housekeepers, babysitters, built transportation system?</p>  |
| 50        | <p>A- Running away, suicide, arson, and trying to learn to read were all forms of slaves' _____.</p> <p>Q- What is resistance?</p>  |

|                   |  |
|-------------------|--|
| <b>100</b>        | <p><b>A-</b> This was one way in which slaves' human rights were violated.</p> <p><b>Q-</b> What is they were treated as property, they could not marry or own property, they were bound to their master, they were beaten, or killed if they disobeyed their owners or tried to run away?</p> |
| <b>Vocabulary</b> |  |
| <b>10</b>         | <p><b>A-</b> Discriminating someone on basis of race or ethic group</p> <p><b>Q-</b> What is racism?</p>   |
| <b>50</b>         | <p><b>A-</b> The crime of betraying one's country.</p> <p><b>Q-</b> What is treason?</p>   |
| <b>100</b>        | <p><b>A-</b> An act of opposing something; refusing to obey.</p> <p><b>Q-</b> What is resistance?</p>  |
| <b>BONUS</b>      |  |
|                   | <p><b>A-</b> This means the official end to something.</p> <p><b>Q-</b> What is abolition?</p>   |

Name:

Teacher:

Class Period:

Date:

## Quiz 6: Slavery Divides the Country

*Match each definition on the left with the sentence that uses the corresponding vocabulary word on the right. Not all sentences will be used.*

**g** 1. The act of discriminating against someone of a different race or ethnic group.

**i** 2. Turning over soil using a heavy farm tool that has a broad blade.

**d** 3. Taxes paid on particular imports or exports.

**e** 4. The crime of betraying one's country.

**f** 5. Large farms or estates where cotton, tobacco, coffee, or similar cash crops are grown.

**k** 6. The everyday work around a house or farm.

**c** 7. An act of opposing something; refusing to obey.

**l** 8. Suffering and unhappiness.

**b** 9. Officially bringing an end to something.

**a** 10. Having the power or right of doing, thinking, speaking, etc. as you wish.

a. The slaveholders denied the slaves the **liberty** to practice their culture.

b. The Northern states wanted to **abolish** slavery.

c. One of the ways slaves showed **resistance** was by preserving their own culture.

d. The Southern states opposed **tariffs** because they increased the cost of imported items.

e. The government official was sentenced for **treason** after he attempted to overthrow the government.

f. Slaves often worked on large **plantations**.

g. Even when African-American residents in the United States were free, they still had to face **racism** from many different parts of society.

h. Slaves sang songs while working in the fields, and after work they played instruments such as fiddles or **banjos**.

i. Male slaves usually did the heaviest work, which involved **plowing** the fields.

j. There have been many incidences of human **trafficking** in the United States.

k. Slaves spent any spare time doing personal **chores** or tending to their gardens.

l. The slaves faced great **misery** under their slave masters.



*Provide brief answers for each of the following. Some questions may ask for more than one answer.*

1. Describe the kinds of work done by slaves in the cities. Describe the kinds of work done by slaves on plantations.
  - **MEN WORKED AS CARPENTERS, BLACKSMITHS,**
  - **WOMEN WERE COOKS, BABYSITTERS, OR HOUSEKEEPERS IN TOWN.**
  - **MEN ALSO HELPED TO BUILD TRANSPORTATION SYSTEM.**
  - **MAJORITY OF SLAVES IN THE SOUTH WORKED IN THE FIELDS—PLOWING, PLANTING, AND HARVESTING.**
  - **MEN DID FARM AND HOUSEHOLD WORK LIKE REPAIRING FENCES AND DIGGING DITCHES.**
  - **WOMEN WORKED AS COOKS AND SEAMSTRESSES.**
2. List a form of resistance the slaves used:
  - **ARSON, POISONING, SUICIDE, RUNNING AWAY**
  - **TRIED TO NEGOTIATE WITH SLAVE OWNERS**
  - **THEY TRIED TO PRESERVE THEIR CULTURE, VALUES, BELIEFS**
  - **TRIED TO LEARN TO READ.**
3. Explain **two** ways in which slaves' human rights were violated.
  - **SLAVES WERE TREATED AS PROPERTY.**
  - **THEY COULD NOT MARRY OR OWN PROPERTY.**
  - **THEY WERE BOUND TO THEIR MASTER AND WORKED AS LABORERS FOR THEM.**
  - **THEY WERE BEATEN, KILLED, RAPED IF THEY DISOBEYED THEIR OWNERS OR TRIED TO RUN AWAY.**
4. Give **one** reason why Texas was pro-slavery.
  - **SLAVERY SUPPORTED THE SOUTH'S ECONOMY. THEY NEEDED THEM TO HELP GROW COTTON SO THAT IT COULD BE EXPORTED.**
  - **SOME SOUTHERNERS ALSO BELIEVED THEY WERE SUPERIOR TO AFRICANS.**
5. In the 1857 Dred Scott Decision, what did the U.S. Supreme Court say about African Americans?
  - **BLACKS BY VIRTUE OF THEIR RACE WERE NOT CITIZENS OF THE UNITED STATES.**
  - **THEY HAD NO RIGHTS—THE COURT ALSO RULED THAT CONGRESS COULD NOT ABOLISH SLAVERY IN ANY FEDERAL TERRITORY.**