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Lesson Plan 2
Teaching American History Program
Women's History
Submitted to: Dr. Susan Williams

Class: American History

Unit: Women and Slavery

Grade Level: 8th

Standards:

USI.29 Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture. (H)

Topic: The Trials of Enslaved Women in 19th Century America

Statement of purpose: The purpose of the lesson is to provide students with a better understanding of what it was like to be an enslaved woman in 19th century America. The lesson asks the students to examine the horrors of what enslaved women had to endure during the 1800s. Using primary source documents to support their findings the students are expected to address how it must have felt to be a woman and a slave in the United States.

Learning Objectives:

- The students use the internet and primary source documents to help explain the daily life of slave women during the 19th century.
- The students map and identify the locations of slaves during various points during the 1800s.
- The students explain how they think they would have felt to be an enslaved person during the 19th century.
- The students piece together the story of Harriet Jacobs.

Schedule:

Materials:

<http://www.pbs.org/wnet/slavery/experience/education/index.html>, Slavery and the Making of America, PBS

<http://www.sonofthesouth.net/slavery/slave-maps/map-free-slave-states.htm>, Slavery maps and resources

Sources from Incidents in the Life of a Slave Girl, Jacobs Harriet

Time

Class One and Two

Introduction- The students are asked to pick one word to describe what it must have felt like to be a slave woman during 19th century America. The class discusses why they chose the adjective that they did. The students are also asked what they know about the history of slavery. The students are told that they will work in groups of four and need to answer the essential questions.

1. What was it like to be a slave woman in 19th century America?
2. How do you think that it felt to be a slave woman in 19th century America? Explain.
3. Does the history of slavery still impact the people of the United States today? Explain.
4. What happened to Harriet Jacobs?

Each group is given a reading that they use to help them answer the questions. The group designates a facilitator, an artist, a poet, and a spokesperson. The groups read a portion of Incidents in the Life of a Slave Girl and examine the web sites provided to help them answer all of the essential questions. In addition, the artist must create a map that illustrates where slavery existed during two different time frames in 19th century America. The poet creates a poem that addresses the hardships of a slave woman. The spokesperson must relay the findings of the group during a presentation the following day. The facilitator must report on the group's progress to the instructor every ten minutes and keep the group on task.

Class Three

The class presents their findings by answering all of the essential questions.

1. What was it like to be a slave woman in 19th century America?
2. How do you think that it felt to be a slave woman in 19th century America? Explain.

3. Does the history of slavery still impact the people of the United States today? Explain.
4. What happened to Harriet Jacobs?

The students then reflect on the how their outlook regarding women and slavery has changed through their experiences. Every member of the class shares one statement about how they feel about the topics discussed during the presentations. As a group the class fills in the gaps of Harriet Jacob's story through a meaningful informed dialogue.

Assessment: The students reflect on their findings through the use of a reflection sheet and through discussion. The student presentations are assessed through the use of a rubric.

References

Reference: Incidents in the Life of a Slave Girl, Jacobs Harriet, 1861
I have included the page selections from with the groups will read and investigate to answer the essential questions.

Page 8-11 Childhood

Page 16-17 The Slaves' New Years Day

Page 26-28 The Trials of Girlhood

Page 55-59 Fear of Insurrection

Page 135-138 The Meeting of Mother and Daughter

Materials: Access to a computer lab, essential questions sheet, reflection logs, copies of the primary sources, rubrics, and mapping materials.

Essential Questions Guiding Sheet

1. What was it like to be a slave woman in 19th century America?
2. How do you think that it felt to be a slave woman in 19th century America? Explain.
3. Does the history of slavery still impact the people of the United States today? Explain.
4. What happened to Harriet Jacobs?

Reflection Journal Entry

How has your perception of enslaved women during 19th century America changed?

Why do you think American society allowed such injustices to take place? Explain.

Do women today encounter the same kinds of problems that Harriet Jacobs faced? Explain.

Sample Presentation Rubric

Evaluating Student Presentations					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	

Rubric Source: www.ncsu.edu/midlink/rub.pres.html

