



Lesson Title	Chattel Slavery: Treating Human Beings as Property	Teacher	Morgan O'Grady
Grade Level	11th	Duration of Lesson	One or two fifty minute class periods
LESSON TOPIC	Bill of Sale for Slaves		
SC Standards & Indicators	<p>Standard USHC 4: The student will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America</p> <p>Indicator USHC 4.1: Compare the social and cultural characteristics of the North, the South, and the West during the antebellum period, including the lives of African Americans and social reform movements such as abolition and women's rights.</p>		
Academic Vocabulary	Bill Bond Primary Text		
Lesson Materials	<i>Incidents in the Life of a Slave Girl</i> by Harriet Jacob's <i>The South Carolina Encyclopedia</i> edited by Walter Edgar Bill of Sale for Slave: http://lowcountrydigital.library.cofc.edu/u/?HFF_578		
Lesson Set			
Content Objective(s)	Student will be able to: Explore why Charleston became the largest North American port during the trans-Atlantic slave trade. Understand the design and language of a Bill of Sale for an enslaved person. View the impacts of the trans-Atlantic and domestic slave trade on the slave's life.		
Literacy Objective(s)	Students will be able to: Analyze a primary text. Students will create a narrative from the point of view of a slave being sold.		
Lesson Importance	To invite students to explore a Bill of Sale for a slave in the antebellum period in South Carolina. This will allow students to contemplate the moral implications of slavery. By viewing and discussing Bills of Sale for slaves, students will gain a deeper understanding the ways slaves were treated as property that could be bought and sold by slaveholders in the institution of U.S. slavery.		
Connections to prior and future learning	This lesson will connect to the prior knowledge of slavery in the United States. Students will connect with their prior learning of humane treatment of people. This lesson will be a building block to an understanding the causes of the Civil War.		
Anticipatory Set/ Hook (Engage)	<ul style="list-style-type: none"> • Teacher will put up picture of Bill of Sale. • Teacher will ask students what they see. • Teacher will direct students to write their observations down. 		
Skill Development			
<p>Initial "explain" portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.</p> <p>The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.</p>			

Introduce content components	<ul style="list-style-type: none"> • Teacher will ask students to talk about their observations. • Teacher will tell class the picture is a primary text. • A primary text is source from the time period being studied.
"I do" Skill from literacy objective introduce/explain/model	<ul style="list-style-type: none"> • Teacher will introduce the vocabulary terms "bill" and "bond." • Teacher will explain that "bill" and "bond" refer to the legally binding sale of slaves. • Teacher will inform the students of this background information: <ul style="list-style-type: none"> ○ The trans-Atlantic slave trade lasted through four centuries, and the institution of slavery, predominantly of African Americans, was legal in the United States for roughly two hundred and fifty years. ○ By the 18th century South Carolina was the largest importer of slaves from West and Central Africa on the continent. ○ Slaves were first disembarked on Sullivan's Island for a quarantine period to make sure they did not have a spreadable illness. ○ Slaves were then sold to plantation owners, or taken out of state to another area. ○ Each slave was to be sold legally with a bill of sale. ○ Slaves also had various ways of resisting being treated at property: they could run away, sabotage or slow down work process, and in some cases even commit suicide such as Igbo Landing, staged rebellions such as the Denmark Vesey rebellion ○ It's important to show that enslaved people fought against their status to prove their humanity and obtain rights throughout the institution of slavery ○ Ultimately status of property no matter what forms of resistance they accumulated, they could always be vulnerable to being forced into sale. ○ There were instances of acquiring slaves after the transatlantic slave trade. Example: Echo project http://spinner.cofc.edu/atlanticworld/digital/echomap.html ○ The bill of sale is the primary text. • Teacher will redirect attention to the bill of sale.
Guided Practice This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as <i>Explore</i> .	
"We do" Activity Description Include student "explore" components and opportunities for them to explain their learning.	<ul style="list-style-type: none"> • Teacher will place students in pairs or groups of four. • Teacher will ask students, "What does this bill of sale mean in the context of the information just given to you?" • Students will discuss this question, and write a 2-3 sentence answer on their piece of paper. • Teacher will ask students, "What human rights were denied to slaves when they are treated as property?" • Acceptable answers from students include: rights denied to slaves and the implications of this, slaves cannot determine where they live or what they do for work, slaves cannot accumulate property, slaves do not have right to stay with family, slaves' offspring would also be enslaved, slaves had little protection from violence. • Students will discuss this question, and write down their answers.
Checking for Understanding- "Informal" Assessment	<ul style="list-style-type: none"> • To check for understanding Teacher will have students discuss their findings with the classroom. • Teacher will write students' points of view on the board.
Closure Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.	

Content Solidified	<ul style="list-style-type: none"> • Teacher will recap the information taught in the classroom by having students answer these questions orally: <ul style="list-style-type: none"> ○ What is a primary document? ○ How long did the slave trade last for? ○ What is a bill of sale? ○ What implications on the treatment of humans did slavery create? ○ What can a primary text tell a person about the time period?
Independent Practice	
"You do"	<ul style="list-style-type: none"> • After content is solidified, Teacher will introduce independent practice. • Give students the Narrative Rubric attached below. • Students will write a narrative in response to a section of Harriet Jacob's <i>Incidents in the Life of a Slave Girl</i>. • Narrative should be at least 10 complete sentences long. • Teacher should write their own narrative. • Teacher will read their narrative to class. • Teacher will ask for volunteers to read their narrative.
Summative/ "Formal" Assessment	
Assessment	<ul style="list-style-type: none"> • Teacher will base assessment on student's slave narrative and their ability to follow the Narrative rubric.
Differentiation	
During Lesson	<ul style="list-style-type: none"> • Teacher can allow students to view an enlarged picture of the Bill of Sale. • Students can look up historical information on the internet. • Students may work alone if they are unable to work effectively in groups.
Assessment	<ul style="list-style-type: none"> • Students may use a graphic organizer to respond or gather their thoughts on the slave narrative and lesson. • Students may write a 10 sentence summary of the lesson.

Narrative Rubric	Excellent 10-7 points	Fair 6-4 points	Poor 3-0 points
Narrative has 7 to 10 complete sentences			
Narrative addresses the text			
Minimal spelling or grammar errors			