



Lesson Title	Slave Badges and Urban Slavery	Teacher	Morgan O'Grady
Grade Level	11th	Duration of Lesson	One to two fifty minute class periods
LESSON TOPIC	Slave badges and their uses in Charleston, South Carolina.		
SC Standards & Indicators	<p>Standard SC.USHC-4: United States History and the Constitution 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	Slave badge Primary Source		
Lesson Materials	<p>Pictures of Slave Badges: http://lowcountrydigital.library.cofc.edu/u/?ART,1148</p> <p>Further information on slave badges: Greene, Harlan, Harry S. Hutchins, Jr., and Brian E. Hutchins. <i>Slave Badges and the Slave-Hire System in Charleston, South Carolina, 1783-1865</i>. Jefferson, NC: McFarland & Co., 2004. Print.</p>		
Lesson Set			
Content Objective(s)	Student will be able to: Explore the use of slave badges in Charleston. Describe the impact from using slave badges.		
Literacy Objective(s)	Students will create a narrative on the uses and impacts of slave badges.		
Lesson Importance	This lesson describes the significance of slave badges, which were used exclusively in Charleston		
Connections to prior and future learning	This lesson will build on student's prior learning of slavery. The future learning will lead students to see the conflicting point of views on slavery, and how slaves were treated. It will help students understand the institution of slavery, and some of legalities of it.		
Anticipatory Set/ Hook (Engage)	1. Teacher will place picture of slave badge on the smart board. <ul style="list-style-type: none"> • Teacher will ask students, "What do you see?" • Teacher will have students write their observations on a piece of paper. 		
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>			

<p>Introduce content components</p>	<ol style="list-style-type: none"> 1. Teacher will ask students to state their observations. 2. Teacher will tell students the image is of a slave badge. 3. Teacher will tell students the image is a primary source. <ul style="list-style-type: none"> • A primary source is a document from the time period being studied.
<p>"I do" Skill from literacy objective introduce/explain/model</p>	<ol style="list-style-type: none"> 1. Teacher will introduce the vocabulary term "slave badge." 2. Teacher will give students this background information about slave badges. <ul style="list-style-type: none"> • Slave badges are unique to Charleston, SC. • Other states had legislation to introduce slave badges, but Charleston is the only city to implement this practice. • Slave badges were worn by slaves that were hired out by their masters. • The masters had to pay a tax to the city of Charleston according to the age and occupation for each slave. • If a Slave worked in a rural area outside of Charleston, then the slave did not have to wear a slave badge. • This practice was enforced until the end of slavery. • The practice of slave badges was used only in the city of Charleston. Rural slaves only need a pass from their masters to go from place to place. • This implies that slaves in a rural setting would have less of an chance to sell their labor to make extra money, or to leave the plantation and go to other areas. • All practices of slavery are demeaning to humans.
<p>Guided Practice</p> <p>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>.</p>	
<p>"We do" Activity Description Include student "explore" components and opportunities for them to explain their learning.</p>	<ol style="list-style-type: none"> 1. Teacher will place students into groups of four or pairs. 2. Teacher will then instruct students to answer the following questions in their group on a piece of paper: <ul style="list-style-type: none"> • Write down all of the details on the slave badge • Where and when would the slave badge be worn? • What are advantages and disadvantages of urban slavery versus rural slavery? • How would a slave badge be demeaning to a slave?

<p>Checking for Understanding- "Informal" Assessment</p>	<ol style="list-style-type: none"> 1. Teacher will check for understanding by asking students to present their answers to the above tasks and questions. 2. Teacher can expect or help students reach conclusions such as these: <ul style="list-style-type: none"> • Students should notice the holes in the slave badge. This was made it easy to sew the slave badge to clothing. • The city name is imprinted. • The year is usually on the slave badge. Each year had a new printing of badges. • The trade title will be on the badge. Such as "Mechanic" or "Fruitier." • There is a number on the slave badge. The number represents the number of people who have bought a badge for that trade. • A slave badge would have been worn anytime a slave was hired out or anytime the slave left the master's residence. • The slave badge allowed for: when a slave left the household, they had a chance to make outside connections, this could have given slaves a sense of autonomy. • Advantages of and disadvantages of urban slavery: slave could sell their skills and make extra money, slave could have contact with more outside influences, there could have been more resistance from slaves, the was a tax placed on slaves working outside of the master's household. • Advantages and disadvantages of rural slavery: slaves had less outside influence, there were no taxes for slave badges, slaves could run away, slaves had less of a chance to make outside money. • A slave badge is demeaning because: a slave had to wear it sewn on their clothing, it marked the slave further, slaves were not treated like a human but as property.
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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.

<p>Content Solidified</p>	<ol style="list-style-type: none"> 1. To solidify content, Teacher will display the picture of the slave badge is still on the smart board. 2. Teacher will ask students to answer orally: <ul style="list-style-type: none"> • What is a slave badge? • What were slave badges used for? • What were the advantages and disadvantages of being a slave in an urban area versus a rural area? <ul style="list-style-type: none"> ○ Mobility and interaction with other slaves and even people in port area to learn about rebellions, could even accumulate some property through trade, but also always in close contact with other whites • What are the moral implications of using a slave badge?
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Independent Practice

<p>"You do"</p>	<ol style="list-style-type: none"> 1. Teacher will introduce the independent practice to students. 2. Teacher will tell students that they will write a narrative or a paragraph of 7-10 complete sentences reflecting on the slave badges. 3. Teacher will hand out Narrative Rubric attached below. 4. Students will turn in the narrative to teacher the next day.
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**Summative/
"Formal"
Assessment**

<p>Assessment</p>	<ol style="list-style-type: none"> 1. For assessment teacher will ask students to answer the question, "What were implications of the slave badge for rural and urban slaveholders and slaves?" 2. Students will answer this question in 7-10 complete sentences.
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Differentiation

During Lesson

1. Students may look at information about slave badges on the internet at this website: http://www.smithsonianmag.com/history-archaeology/Cast_in_Bondage.html

Assessment

1. Students may answer the question using bullet point remarks.
2. Students may have a class discussion about the question.

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