



#8639

BLACK AMERICAN HISTORY SERIES

VOLUME 2:

SLAVERY

Grade Levels: 8-13+

50 minutes

PHOENIX MULTIMEDIA, INC. 1999

DESCRIPTION

Narration, still photos, and maps relate chronologically the history and growth of slavery in the New World/United States from the 1500s to the end of the Civil War in 1865. Highlights changing societal opinions, unjust laws, slave codes, inhumane conditions, and slave ships. Comments on slaves as soldiers during several wars. Mentions abolitionist leaders, the Underground Railroad, Harriet Tubman, and Sojourner Truth.

ACADEMIC STANDARDS

Subject Area: Historical Understanding

- ◆ Standard: Understands the historical perspective
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history
 - Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs
 - Benchmark: Analyzes the effects that specific "chance events" had on history and specifies how things might have been different in the absence of those events
 - Benchmark: Understands how the past affects our private lives and society in general
 - Benchmark: Knows how to perceive past events with historical empathy

Subject Area: United States History

- ◆ Standard: Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions
 - Benchmark: Understands the social and cultural influence of former slaves in cities of the North (e.g., their leadership of African American communities, how they advanced the rights and interests of African Americans)

- Benchmark: Understands how slavery influenced economic and social elements of Southern society (e.g., how slavery hindered the emergence of capitalist institutions and values, the influence of slavery on the development of the middle class, the influence of slave revolts on the lives of slaves and freed slaves)

INSTRUCTIONAL GOALS

1. To present a chronology of slavery in the United States.
2. To examine the lives of slaves including the conditions with which they lived and the challenges they faced.
3. To study the social and cultural influences of African Americans throughout this period of history.
4. To introduce the Underground Railroad and other anti-slavery movements.

VOCABULARY

- | | |
|-----------------|-------------------------|
| 1. abolitionist | 6. flogging |
| 2. baptism | 7. indentured servitude |
| 3. branded | 8. insurrection |
| 4. charter | 9. slave revolt |
| 5. emancipation | |



BEFORE SHOWING

1. Look up and examine the words slave, slavery, slave trade and other related words in the dictionary and discuss the imagery and feelings the words bring to mind.
2. Discuss vocabulary words used in the video.

AFTER SHOWING

Discussion Items and Questions

1. Discuss how slavery has affected the following:
 - a. African Americans today (i.e. family life, professionally, etc.)
 - b. Race relations in the United States
 - c. U.S. history
 - d. U.S. laws
 - e. Religion and beliefs
 - f. African-American culture
2. Review the following:
 - a. What were the conditions on slave ships?
 - b. Why were there slave revolts?
 - c. What was the difference between slavery and indentured servitude?
 - d. Why were the laws made to protect slaves often times ignored?

- e. What were some of the harsh, inhumane punishments given to slaves who attempted to escape?
 - f. How did the invention of the cotton gin affect slavery?
3. What were the influences of the following on African-American history?
- a. Hispaniola slave revolt of 1522
 - b. John Phillips
 - c. Mathias De Sousa
 - d. Royal African Company
 - e. Quakers
 - f. Benjamin Banneker
 - g. Crispus Attucks
 - h. Thomas Jefferson
 - i. Underground Railroad
 - j. American Colonization Society
 - k. Richard Allen
 - l. Missouri Compromise
 - m. Louisiana Purchase
 - n. Harriet Tubman
 - o. Sojourner Truth
 - p. Alexander Lucius Twilight
 - q. Joseph Cinque
 - r. President Abraham Lincoln
 - s. Fredrick Douglass
 - t. Emancipation Proclamation



Applications and Activities

1. Create and compare the following:
 - a. a timeline of slavery in the United States.
 - b. a timeline of anti-slavery events in the United States.
2. Compare and contrast the treatment of white indentured servants to black indentured servants.
3. In the late 1620's, 1,500 kidnapped children were sent to Virginia. Soon the Virginia authorities requested more of what they referred to as "friendless boys and girls." Seek reactions and discussions from the class.
4. Compare and contrast slavery in the 1800's in the northern and southern United States.
5. Quakers vehemently opposed slavery. Research other religious institutions of the time and report on their opinions of slavery.
6. Although slaves were being emancipated they were not given equal rights.
 - a. Speculate on why slaves were not treated as equals.
 - b. Why do some people think they deserve better treatment than others?
 - c. Create of list of how and to whom this behavior happens to in today's society.
7. Take a journey on the Underground Railroad via the Internet at <http://www.nationalgeographic.com/features/99/railroad/index.html>. The site

challenges the user with the same choices slaves were faced with if they decided to seek freedom. Have the class discuss the choices they made and why.

8. Research and report on the forms of punishment used on runaway slaves.
9. Create anti-slavery posters.
10. Choose someone involved in the anti-slavery movement and create a list of interview questions for them about their involvement. Discuss with the class how this person may have responded to the questions.

RELATED RESOURCES



Captioned Media Program

- Black American History Series Volume 1: Pre-Slavery #8638
- Black American History Series Volume 3: Reconstruction #8640
- The Causes of the War #3447

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **AFRICAN-AMERICAN ODYSSEY**

<http://memory.loc.gov/ammem/aahtml/aohome.html>

Exhibits the African-American collections of the Library of Congress. Also included are collections such as the *From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909* and *Born in Slavery: Slave Narratives from the Federal Writers Project, 1936-1938*.

- **THE AFRICAN-AMERICAN JOURNEY FROM SLAVERY TO FREEDOM**

<http://www.liu.edu/cwis/cwp/library/aaslavry.htm>

Informative website covers the beginning of slavery through 1865. Included on the site is a slavery timeline, events and personalities section.

- **UNDERSTANDING SLAVERY**

<http://school.discovery.com/schooladventures/slavery/>

Explore the world of slavery. Experience what life was like for a man who was a slave on three different continents, witness a slave auction and more.

- **THE AFRICAN-AMERICAN JOURNEY**

<http://worldbook.com/fun/aajourney/html/index>

Contains an online exhibit about the journey of African Americans from Africa to America.

- **AFRICANS IN AMERICA**

<http://www.pbs.org/wgbh/aia/home.html>

A four-part journey through slavery. Includes a resource bank with people and events and historical documents, historical narrative and a youth activity guide.

- **THE WRECK OF THE HENRIETTA MARIE**

<http://www.wvculture.org/museum/Marie/>

The Henrietta Marie is our only link to slave trading ships, the people who sailed them, the cargo they carried, and the horrible conditions Africans were forced to endure in slave ships while crossing the Atlantic Ocean. Visit this online exhibit.

