

LESSON PLAN: Slavery on South Carolina Rice Plantations
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NEW YORK STATE STANDARDS

Standard 1: History of the United States

Standard 4: Economics

Standard 5: Civics, Citizenship, and Government

Essential National Council of Social Studies skills

- Acquiring information; reading for comprehension; differentiating between main and subordinate ideas, selecting passages that are pertinent to the subject, reading various types of print.
- Organizing and using information; classifying information, interpreting information, analyzing and summarizing information.
- Written expression: writing to inform, persuade, and conclude information.

OBJECTIVES:

1. Students will analyze documents on slavery in South Carolina and determine the importance of each document and its key points.
2. Students will use the geographic inquiry processes to analyze maps and other data.
3. Students will understand the concept of plantation slavery, its implications and affects on the colonization of the early American Colonies.
4. After students read the various documents and examined maps and figures they will write a short essay based on the information they have learned.

MATERIALS:

1. Documents;
 - a. The lesson handout.
 - b. West African slave trade map_ 2006: Map can be used by students to trace the movement of people from West Africa to various countries.
 - c. Topographic maps of West Africa and South Carolina and a current day political map of Africa.
 - d. Short video clip (3 minutes) titled, *Along the Southeastern Shoreline: South Carolina and Georgia*, found at www.unitedstreaming.com. United Learning (2003). Retrieved May 10, 2009, from unitedstreaming: <http://www.unitedstreaming.com>
 - e. *Confronting the Legacy of the African Slave Trade*. PBS on line collection of documents concerning the slave trading empires of West Africa. http://www.pbs.org/wonders/fr_e3.htm
 - f. Excerpts from *The Life of Zamba*. This primary document accounts the slave trade out of West Africa. Found at <http://docsouth.unc.edu/neh/neilson/neilson.html>
Documenting the American South,

TEACHING PROCEDURES:

TIME FRAME: This is a longer lesson, depending on the amount of discussion; this lesson could take 3 to 5 class periods and be assigned as homework. Two class periods to view the videos and discuss the materials, one class periods devoted to writing the essay, and homework assigned to complete the essay.

REVIEW: A review of American Colonial slavery could be completed before this lesson, or this lesson can be used as an introductory assignment in a larger unit on slavery.

PREVIEW: Many different short videos can be found at unitedstreaming.com on American slavery, these are a few examples;

- America's Early Years: American Slavery: The Southern Plantation Way of Life. United Learning. 2003.
Discovery Education. 1 June 2009
<http://streaming.discoveryeducation.com/>
- Making the Thirteen Colonies: The Southern Colonies. United Learning. 2003.
Discovery Education. 1 June 2009
<http://streaming.discoveryeducation.com/>
- The Diversity of Colonial Communities: 1700-1750. Rainbow Educational Media. 1999.
Discovery Education. 1 June 2009
<<http://streaming.discoveryeducation.com/>>

Choose any of the videos or choose another video you have access to and watch and discuss with the class. Discuss the layout of the lesson and inform students that each section will be reviewed as a whole class and then students will work in groups to answer the questions about the document. The process will continue until all sections have been read and analyzed. Once this is complete, the essay can be assigned as homework or written in class.

It is important to read through each document with students, ask questions and explain vocabulary used. After the whole class has discussed the document, students can further discuss and answers the questions pertaining to each document.

WORKSHEET DOCUMENTS: These can be completed during the social studies class time or as homework.

ASSESSMENT

The assessment for this project is the completed questions.