

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California- Berkeley
History-Social Science Project

5th Grade Lesson: “Slavery and Society”

Kay Lunine, UCBH-SSP 5th Grade Teacher Leader
Carli Fierros, MDUSD 5th Grade Teacher

Teaching American History for All

MDUSD/UCB H-SSP

5th Grade Lesson: Causes of the American Revolution “Slavery and Society”

Developed by: Kay Lunine, Carli Fierros

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

5th Grade Yearlong Focus Question:

How did Americans change from being colonial subjects to American citizens?

Unit Focus Question:

How did the reasons for founding the colonies and the geographical location impact the economy and government?

Unit Working Thesis:

The different economic and political development of the Northern, Middle, and Southern colonies were dependent upon the different reasons for founding, the distinct people who settled in them, and the varied resources available.

Lesson Focus Questions/Writing Prompts:

What hardships did slaves face?

How were slaves able to resist, or act against, slavery?

Reading Strategy:

Sentence Deconstruction

Cause and Effect

Writing Strategy:

Cause and Effect sentence practice

Short answer questions

Suggested Amount of Time: two class periods of 45 minutes

Other Resources: class sets of the following: sentence deconstruction worksheets, text excerpts, cause and effect charts, short answer prompts. Overhead transparencies of the following: sentence deconstruction worksheets, text excerpts, cause and effect charts.

Textbook:

The United States: Making a New Nation, Reflection Series, Harcourt School Publishers, 2007, p283

Context of the Lesson in the Unit: This lesson is part of Unit 3, which focuses on the early colonial period. This excerpt is from lesson 2, which focuses on life in the South, particularly the economy.

Procedure:

Day 1:

Introduction: Today we will use reading strategies with your textbook. Our goal is to develop strategies to make your textbook easier to read and understand.

- a. Reading Strategy: Hand out text excerpts. Explain that this is a part of their textbook with important information on which we will be focusing. There may be some words they don't understand in the excerpt. Instruct students to write an asterisk next to any words they don't know. Have students read the excerpt silently, or with a partner. Teacher will list the words they identify and together with class, clarify the meaning.
- b. Next, students will circle verbs or verb phrases, and circle the objects in each sentence of the excerpt. (Review grammar terms as necessary.) Work through the first few sentences together; students will complete remainder independently.
- c. Hand out sentence deconstruction worksheet. This worksheet contains implied subjects and an implied verb in parenthesis. Explain that these don't actually appear in the text, which can make it difficult to understand, so they have been included to help students comprehend the text. Students will use the excerpt to fill in the worksheet. (Note: if this is the first time the students are working with this type of worksheet, explain/clarify the headings, and work through the first several lines with them.)
- d. Have students work in pairs to complete the final column of questions and conclusions next. Collect and keep these worksheets. These can be of great value to determine what text information needs clarification and how to direct your instruction the next day.

Day 2:

Review: What the class has done so far with the sentence deconstruction: help students who were absent understand the process: Pair/share to review or show students who were absent what to do.

Reading Strategy: Cause and Effect

a. Identifying Passage organization: Discuss the paragraph: what did we learn? Complicated paragraph: some parts are what we call "cause and effect" and others aren't.

Give verbal examples of cause and effect sentences and discuss. Some of these examples show cause and effect within one sentence and others show it between sentences: one action -> something else happens. The cause always happens first.

- I forgot my umbrella and now my sweater is wet. Because... now
- Sally lost her basketball so we can't play at recess. What is the cause? What is the effect (what happens)
- It rained so much last night that the baseball field is muddy. We will have to cancel the game. (This one is a chain of events with multiple causes and effects.)

Writing Activity: Cause and effect sentence practice. (Write names and date on paper.)

- Students will decide if sentence is cause and effect and write yes or no for the question.
- Next they will break cause and effect sentences into two parts: the cause = Because... followed by the effect

Cause and Effect Chart: Use text excerpt that was used for sentence deconstruction. Work with students through the first 3-4 rows to model how to determine cause and effect, making sure to explain how one effect can actually become the cause of the next event. (Such events are indicated by diagonal arrows on the chart.) Allow students to work in partners to fill in the rest of the chart. Review chart when class is finished.

Assessment: Hand out short answer questions. Students should independently answer in 1-2 complete sentences.

History-Social Science Content Standards:

5.4 6. Describe the introduction of slavery into America, the responses of slave families to their condition, ...and the gradual institutionalization of slavery in the South.

Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

Reading/Language Arts Content Standards:

- 2.0 Reading Comprehension (focus on informational materials)
- 2.1 Analyze text that is organized in sequential or chronological order.
- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Time marker/ Connector words	Subject (Who or What is doing the action)	Verb or Verb phrase (Action)	Who, What, Where Person or thing affected (nouns)	Questions or conclusions- What questions, connections, or conclusions can you make from this information?
	Slaves	Were not allowed		
but	They (slaves)	Did not accept		
	Slaves	Often did		
or		Act against		
	They (slaves)	broke		
	(slaves)	pretended		
or	(slaves)	worked		
	Such actions	were		
However, and	Slaves	Had to be		

Lesson Question: How were slaves able to resist the system of slavery?

Time marker/ Connector words	Subject (Who or What is doing the action)	Verb or Verb phrase (Action)	Who, What, Where Person or thing affected (nouns)	Questions or conclusions- What questions, connections, or conclusions can you make from this information?
At first	Africans		In the colonies as indentured servants.	
However, as the need for workers grew,	Assemblies		Laws to make slavery legal.	
In time,	Slavery		Institutionalized, or part of life, in the colonies.	
By the mid- 1700s,	slavery		Legal in all 13 colonies.	
	These laws		That the children of enslaved people were also slaves.	
As a result,	families			
And	(family members)	(were)	To different owners.	

Lesson Question: What hardships did slaves face?

SENTENCE DECONSTRUCTION KEY

Time marker/ Connector words	Subject (Who or What is doing the action)	Verb or Verb phrase (Action)	Who, What, Where Person or thing affected (nouns)	Questions or conclusions- What questions, connections, or conclusions can you make from this information?
	Slaves	Were not allowed	<i>To speak out against slavery</i>	
but	They (slaves)	Did not accept	<i>The system.</i>	
	Slaves	Often did	<i>Whatever they could to resist</i>	
or		Act against	<i>Slavery.</i>	
	They (slaves)	broke	<i>tools</i>	
	(slaves)	pretended	<i>To be sick</i>	
or	(slaves)	worked	<i>Slowly.</i>	
	Such actions	were	<i>dangerous</i>	
However, and	Slaves	Had to be	<i>Careful to avoid to avoid punishment.</i>	

Lesson Question: How were slaves able to resist the system of slavery?

SENTENCE DECONSTRUCTION KEY

Time marker/ Connector words	Subject (Who or What is doing the action)	Verb or Verb phrase (Action)	Who, What, Where Person or thing affected (nouns)	Questions or conclusions- What questions, connections, or conclusions can you make from this information?
At first	Africans	<i>Were sold</i>	In the colonies as indentured servants.	
However, as the need for workers grew,	Assemblies	<i>Began to pass</i>	Laws to make slavery legal.	
In time,	Slavery	<i>Became</i>	Institutionalized, or part of life, in the colonies.	
By the mid- 1700s,	slavery	<i>was</i>	Legal in all 13 colonies.	
	These laws	<i>said</i>	That the children of enslaved people were also slaves.	
As a result,	families	<i>Were often split up</i>		
And	(families)	<i>(were) sold</i>	To different owners.	

Lesson Question: What hardships did slaves face?

Content Questions: What hardships did slaves face?

How were slaves able to resist, or act against, slavery?

Part 1: Reading

Slavery and Society

At first, Africans had been sold in the colonies as indentured servants. However, as the need for workers grew, assemblies began to pass laws making slavery legal. In time, slavery became institutionalized, or a part of life, in the colonies. By the mid-1700s, slavery was legal in all 13 colonies. These laws said that the children of enslaved people were also slaves. As a result, families were often split up and sold to different owners.

Slaves were not allowed to speak out against slavery, but they did not accept the system. Slaves often did whatever they could to resist, or act against, slavery. They broke tools, pretended to be sick, or worked slowly. Such actions were dangerous, however, and slaves had to be careful to avoid punishment.

NAME _____

“Slavery and Society” Cause and Effect Chart

How did slavery affect the daily lives of slaves in the Southern colonies?

Part 1: Chart

Use the text reading to fill in the missing parts of the cause and effect chart.

<i>Cause</i>	<i>Effect</i>
[Because] ... as the need for workers (in the colonies) grew,	
[Because]	In time, slavery became institutionalized, or part of life in the colonies. These laws said that the children of enslaved people were also slaves.
[Because] ... These laws said that the children of enslaved people were also slaves.	
[Because] ... Slave owners were free to beat, whip, or insult slaves.	
[Because]	

Content Question: How did slavery affect the daily lives of slaves in the Southern colonies?

“Slavery and Society” Cause and Effect Chart

TEACHER KEY

How slavery affected the daily lives of slaves in the Southern colonies

<i>Cause</i>	<i>Effect</i>
[Because] ... as the need for workers (in the colonies) grew,	<i>assemblies began to pass laws making slavery legal.</i>
[Because] <i>...assemblies began to pass laws making slavery legal.</i>	In time, slavery became institutionalized, or part of life in the colonies. ... These laws said that the children of enslaved people were also slaves.
[Because] ... These laws said that the children of enslaved people were also slaves.	<i>... families were often split up and sold to different owners.</i>
[Because) ... Slave owners were free to beat, whip, or insult slaves.	<i>... Slaves often did whatever they could to resist, or act against, slavery.</i>
[Because] <i>... Slaves often did whatever they could to resist, or act against, slavery</i>	<i>They broke tools, pretended to be sick, or worked slowly. Such actions were dangerous, however, and slaves had to be careful to avoid punishment.</i>

Cause and effect sentences

Read the following sentences:

1) Plantation owners were rich because they did not have to pay slaves for their work.

Is it a cause and effect sentence? _____

If it is, what is the cause and what is the effect?

Because _____

2) The children of slaves were also slaves, which meant families could be broken up and sold to different owners.

Is it a cause and effect sentence? _____

If it is, what is the cause and what is the effect?

Because _____
