

Teacher: Darlene Burch/Brigitte Smith

Title: Slave Life: A Photo Analysis

FLVS Course: MJ US History/V9 American History 3.05 AH

Topic: Understanding slaves daily life.

Grade level: 8 and 9-12

FLVS Turning Points Grant Lesson/ Activity/Content	
Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i>	This is an enrichment lesson/ assignment for MJ US History lesson 2.04, Slavery in the US. Students will complete photo analysis worksheet for two photographs (from a group of sixteen photographs) and slave painting (from lesson hook) and compare the three using a Tri-Venn Diagram. Students will answer reflection questions as to what they have learned about the life of a slave.
National Standards for History Era: Link	Era 2 Colonization and Settlement (1585-1763) Standard 3 :How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America Standard 3C The student understands African life under slavery.
State Standard(s): Link to SSS Link to Next Gen SSS	SS.8.A.1.6: Compare interpretations of key events and issues throughout American History. SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America. SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History. SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system. SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect. SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. SS.912.A.1.4 Benchmark Description: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
Themes/Concept:	Using photographs as primary source to analyze the life of a slave, their community and family.
Essential	

questions (2-5 questions)
(What you want the students to know)

What did slaves create in their daily lives to carry on through this time in history?
 What was the social culture of a slave community?
 How do you think families functioned as slaves?

Learning Goal(s):
(What you want students to understand)

Students will understand that:

- + Photographs can be used as a primary source to interpret and develop an understanding of an historical time period and people.
- + Primary sources from the same time period may have different meanings depending of source and intended audience.
- + It is important to investigate the source of the document and engage in critical thinking skills and explore additional resources.
- + Develop an understanding of slave life and social culture.

Launch Activity (Hook)



Plantation Dance, South Carolina (?), Late Eighteenth Century

Students will review this painting and complete an analysis worksheet on it to be used in comparison to two actual photographs of slave life. Painting description and comments are attached.

Knowledge & Skills
(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)

Skills:
 Analyzing photographs, paintings, and sketches as primary sources.
 Compare the interpretations of primary documents using an analysis worksheet.
 Reflect on experience of using primary sources as an interpretation of history.
 Knowledge of basic computer skills.

People:
 Slaves, Slave Communities, Slave Owners,

Places/Times:
United States/ 1600-1800

Vocabulary:
Primary Source
Analyze
Slave
Social Community
Plantation

Lesson (*The lesson itself; Procedure*)

Despite their lack of freedom, slaves created and sustained life in the form of family, churches, schools, and associations of all kinds. These organizations—clandestine and fugitive, fragile and unrecognized—created language and literature, history and aesthetics, as well as a philosophy expressed in story, music, dance, and cuisine. Slaves produced leaders and ideologies that continue to inform American life into the twenty-first century (**Abraham Lincoln Presidential Library and Museum**).

Assignment:

Students will view, analyze and read the comments related to the Old Plantation painting and have an open discussion regarding what they interpret in the painting. Students will then view 16 photographs or drawings of slave life. They will choose two of the sixteen to further analyze and complete the analysis worksheet. Students will then compare analysis and interpret similarities and differences between the painting and the two photographs using a Tri-Venn Diagram.

Materials:

Life as a Slave Photo Analysis Worksheet (attachment)
Tri-Venn Diagram (attachment)
Photographs (web sites listed)
Reflection Questions (attachment)
Primary Source Document “The Old Plantation” painting with comments (attachment)

Photographs/Sketches Websites:

- *Barbarity of Slavery, 1817*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/16.jpg>
- *Kidnapping Free Blacks*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/17.jpg>
- *Slave Auction*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/46.jpg>
- *Scarred Back of Gordon*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/47.jpg>
- *Slave Children*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/48.jpg>
- *Slave Outside Dwelling*
<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/49.jpg>

- Church Service
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/50.jpg>
- Sketch of Slave
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/51.jpg>
- Field Hands
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/52.jpg>
- Slaves at Well
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/53.jpg>
- Beaufort, SC Family
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/54.jpg>
- Hopkinson's Plantation
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/55.jpg>
- Contraband Camp
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/56.jpg>
- Emancipated Slaves
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/57.jpg>
- Contraband Laborers
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/58.jpg>
- The Banjo Lesson
<http://www.lincolnlogcabin.org/education-kits/Slavery-Lesson-Plans/PrimaryDocuments/Lesson-1/59.jpg>

Assessment Evidence: *What evidence will show that students met the learning goal?*
 Completion of 3 analysis worksheet, Tri-Venn diagram and Reflection questions answered for a possible total points of 100 using the following rubric.

	Excellent	Good	Needs Improvement	Score Yourself
Three Analysis Worksheet	30 points Student completes all three worksheets demonstrating insight and understanding of analyzing and interpretation of primary sources.	22 points Student completes most question on three worksheet with some incomplete responses but still shows an understanding of analyzing and interpretation of primary sources.	18 points Responses are missing or incomplete showing limited understanding of analyzing and interpretation of primary sources.	
Tri-Venn Diagram	30 points Student completes all components of the diagram showing understanding between similarities and differences.	22 points Student completes most of diagram, but still shows a moderate understanding between similarities and differences.	18 points Diagram is incomplete showing little thought into understanding the difference between similarities and differences.	
Reflection Questions	30 points Student responds to the reflection question showing insight and understanding of a slave's life.	22 points Student shows a moderate level of in reflection responses to understanding of a slave's life.	18 points Questions not answered, or shows little insight to understanding of a slave's life.	
Spelling and Grammar	10 points Student has no more than two errors in spelling and grammar.	7 points Student has no more than five errors in spelling and grammar.	4 points Significant errors in spelling and grammar that distract from product.	

Resources and instructional tools: (Including Video Sources, Text Resources, Research Strategy)

"Plantation Slave Dance/ "The Old Plantation," , Author Unknown, 1879-81; Image Reference NW0159, as shown on www.slaveryimages.org, sponsored by the Virginia Foundation for the Humanities and the University of Virginia Library

www.presidentlincoln.org / *Plantation Slaves, 1790, The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*

<http://hitchcock.itc.virginia.edu/Slavery>

<http://www.lincolncabin.org/education-kits/Slavery-Lesson-Plans/Lesson-1.pdf>

Barbarity Committed on Free African, Jesse Torrey, *A Portraiture of Domestic Slavery in the United States*, 1817, Audio/Visual Collection, ALPL

Kidnapping Free Blacks. Jesse Torrey, *A Portraiture of Domestic Slavery in the United States*, 1817, Audio/Visual Collection, ALPL

Slave Auction, Audio/Visual Collection, ALPL

Scarred Back of Gordon, Audio/Visual Collection, ALPL

Slave Children, Negro Quarters, Drayton's Plantation, Hilton Head, South Carolina, Audio/Visual Collection, ALPL

Slave Outside Dwelling, Prints and Photographs Collection, LOC

Church Service, *The Illustrated London News*, December 5, 1863, Special Collections Department, University of Virginia Library, <http://Hitchcock.itc.virginia.edu/Slavery>

Sketch of Slave, *Harper's Weekly*, July 2, 1864, Audio/Visual Collection, ALPL

Field Hands, Edisto Island, South Carolina, 1862, photograph by Henry P. Moore, Audio/Visual Collection, ALPL

Slaves at Well, Scott House, Fredericksburg, Virginia, Audio/Visual Collection, ALPL

Beaufort, South Carolina Family, Prints and Photographs Division, LOC

Hopkinson's Plantation, Port Royal Island, South Carolina, 1862 Photograph by Henry P. Moore, Audio/Visual Collection, ALPL

Contraband Camp, Audio/Visual Collection, ALPL

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Emancipated Slaves, A Civil War Artist at the Front: Edwin Forbes' Life Studies of the Great Army, Audio/Visual Collection, ALPL

Contraband Laborers, Audio/Visual Collection, ALPL

The Banjo Lesson, Henry Ossawa Tanner, 1859-1937

Colonial Williamsburg Teacher Development Workshop

<http://abcteach.com/>

LIFE AS A SLAVE
SLAVE LIFE PHOTO ANALYSIS QUESTIONNAIRE

What is happening in the image?

What people do you see?

What are they doing?

How are they dressed?

What do their houses look like?

What kind of life do you think they live?

What kind of work do you think they do?

What other things do you notice in this image?

What questions are left unanswered by this image?

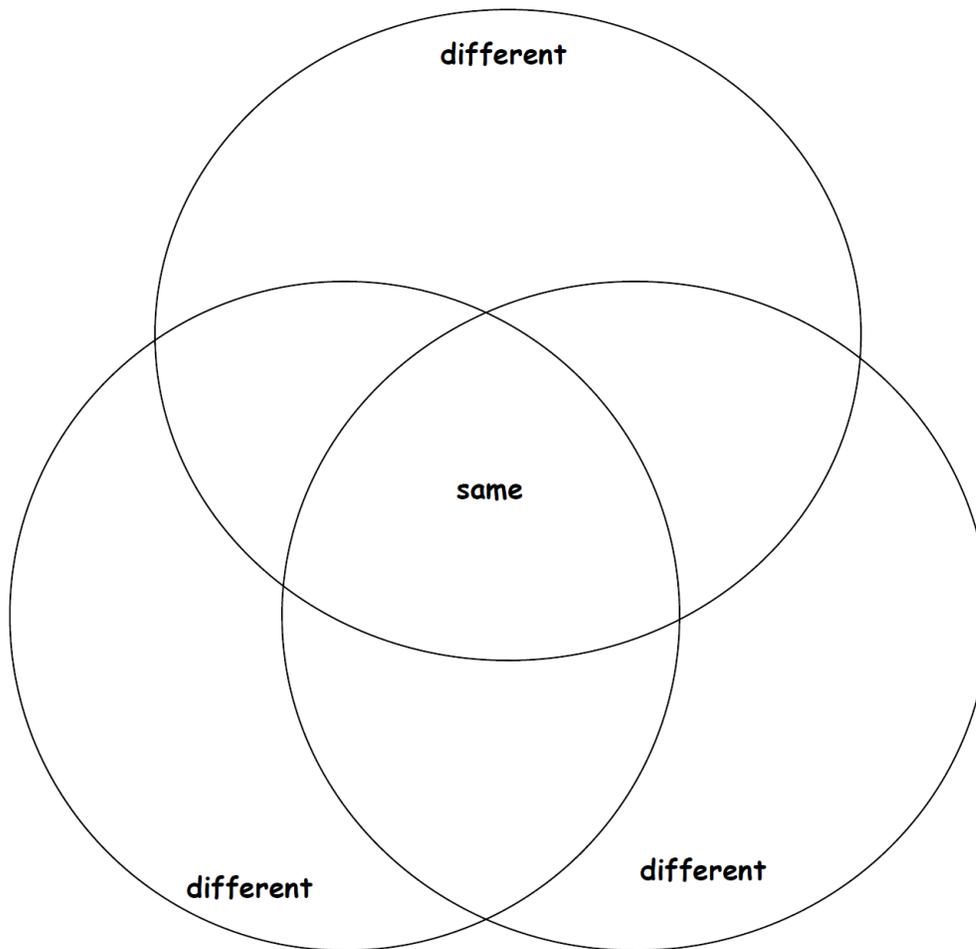
A Venn diagram helps you compare things.

Compare any three things.

In the outer circles, write things about them that are different.

In the center circles, write things that are alike (between two things or all three, depending on how the circles overlap).

_____ and _____ and _____



This is a description of slave life in America. Comments below about this watercolor as noted from the Virginia Foundation for the Humanities and the University of Virginia Library



This well-known watercolor, close to 12" x 18" (unframed), by an unidentified artist, depicts people presumed to be plantation slaves dancing and playing musical instruments. The artist did not name the painting, which gives a rare view of African American life during the colonial period, but former owners of the painting gave it the arbitrary title, "The Old Plantation," by which it is now commonly known. The central male figure is holding a long, perhaps carved, staff or walking cane; the two women in the center are holding handkerchiefs or bandanas while dancing. On the right a man is playing a banjo (shown with 4 strings and a body which might be a hollow gourd or calabash) while another is using sticks or bones to play what is possibly a gourd or calabash drum. The women wear head ties/head wraps (head kerchiefs), and gowns with fitted bodices and long, full skirts; a couple of the men also wear what appear to be head ties, while the banjo player wears a round flat brimmed hat. Except for the head ties and bare feet, the male and female clothing, including breeches on the men, conforms with late eighteenth-century colonial working class styles, regardless of "racial" group; the people shown in this painting are, perhaps, wearing their "best" clothes rather than everyday wear. Some of the men wear earrings. Three containers in the lower right foreground include a brown, probable stoneware, jug, and a glass (wine?) bottle; the third object is problematical but it could be an English white salt-glazed stoneware jug or an English creamware jug. The background shows a river with two apparent canoes, and a plantation complex, including the manor house, outbuildings, and slave cabins. The cabins seem to be framed and not made of logs, and are also shown on either side of the foreground, suggesting the scene represents a dance in the slave yard (quarter) itself. Although there is a great deal of speculation as to what the dance scene is supposed to represent, nothing is known about it with certainty. The painting is undated, but its paper bears a 1777-1794 watermark, and Colonial Williamsburg provisionally dates the painting to 1790-1800. Although its provenience is uncertain, materials in the files of Colonial Williamsburg (examined in May 2008) suggest a plantation between Charleston and Orangeburg, South Carolina. (We are grateful to Barbara Luck, Linda Baumgarten, Eunice Glosson, and Suzanne Hood, Colonial Williamsburg Foundation, for their assistance with this painting.)

Discussion Questions

1. Show Students the color image, “The Old Plantation.”
2. Ask student(s) to describe the scene. Ask leading questions to help start a discussion. Questions may include:
 - a. Describe the difference in the physical structures of the buildings in the foreground and in the background.
 - b. Describe the people in the picture
 - c. What are these people doing?
 - d. What kind of clothing are they wearing?
 - e. What kind of musical instruments are they playing?
3. Ask student(s) to draw inferences about the everyday lives of enslaved people in the eighteenth century. (Note: students should be able to make inferences about family life, working and living conditions, leisure time, and relationships with others.) Ask leading questions to start the discussion, such as:
 - a. What do you think is the relationship of the people in the painting?
 - b. Why do you think there are no children?
 - c. What do you think is the relationship of the individuals in the foreground to the individuals in the house in the background?
 - d. How much leisure time do you think these individuals were allowed?
 - e. What do you think the clothing in this picture says about the people and their status?

Reflection questions:

What have you learned about the life of a slave from the photographs?

Family

Housing

Work

Leisure Time

Clothing

Brutality

Do you believe slavery was an appropriate thing to do to a group of people? Why or why not.

Name three things you have learned about examining photographs/pictures as primary sources.