Workshop: Using Primary Resources in the Classroom

Objective: Outline a potential lesson plan or activity for your class that uses one or more primary resources included in the AAS project. Other material, resources, and references are encouraged!

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| **Subject/Course** | US History |
| **Topic** | Slavery/Abolition |
| **Grade Level** | Grade 10 |
| **Related curriculum frameworks/ grade-level standards** | US1.T3.44. **Research primary sources** such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, **to analyze one of the following aspects of slave life and resistance** (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; **the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).** |

**Lesson objectives and goals:**

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| Students will read about the daily life of a girl from the 1800s. Students will read about abolition beliefs and the back to Africa Movement.  Students will compare and contrast this political movement. |

**AAS primary source material(s) used:**

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| Diary by Louisa Jane Trumbull (November 3, 1829- May 20, 1834). |

**Lesson materials and other non-AAS resources included in plan:**

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| Page 394- February 28th 1833  <https://www.history.com/news/slavery-american-colonization-society-liberia>  <https://wbht.holycross.edu/about/> |

**Lesson procedure/ summary of tasks:**

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| Bellringer: Idenitfy on a map which states abolished slavery by 1800. What do you notice?    Mini Lesson:   * What do you notice about the population in Worcester during the 1830s? (chart/ census information) * Brief history of black communities in Worcester during this time period?   Lesson:   * Introduce who Loiusa Jane Trumbull is; kid from Worcester * Students will read one of Louisa’s diary entries (.   + What is she saying?   + Does she agree with slavery/why or why not?   + Is there anything problamatic/worrying about what she’s saying? * Introduce the “Back to Africa movement” - short youtube video/or small google slides * Students will answer a series of guided questions related to Loiusa’s diary entry. Students could complete this assignment individually or in small groups. Then, the class can come back together to review the questions in a class discussion.   + Does this seem like a good approach/ what problems do we see with this idea?   + What about black liberation/societies in America? Do we grow black communities in the states or do we send them back to Africa?   + Do you believe this movement was designed to help or hurt black americans?   + Respond to this quote by Professor Power-Greene at Clark ““They argue that their sweat and blood, their family who were once enslaved, built this country; so therefore they had just as much right to be here and be citizens,” he says. In addition, many argued “this is a slaveholders’ scheme to rid the nation of free Blacks in an effort to make slavery more secure.”   Exit Slip:  Another Lesson idea #2:  Bellringer: Do you journal or write in a diary? Do you think diaries are an effective way to learn about history?  Student Activity: In this lesson we could have students read a variety of diary entries from a student, centered around one topic or just examples of daily life. This could be a fun intro to the use of diaries first, before we jump into a lesson like detailed above.  Exit Slip: In what ways can young people today document modern life for future historians? Do you think social media should be counted as a primary sourceHow might we use our social media to document our lives? |

**Are there any take home tasks for students?**

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| N/A |

**How might AAS incorporate lesson plans into the project website?**

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| It would be helpful to have the small excerpt of the source ready, with maybe a context page/images/background if available. You could have disucssion questions about the source ready to go too. |