# Unit 4c-Slavery

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 4**
Length: **Marking Period 4**
Status: **Published**

## Essential Questions

- What was NJ's role in the Civil War?

## Big Ideas

- The examination of individual experiences, historic narratives, and events promotes an understanding of individual and community response to the violation of fundamental rights.

## Diversity

**Amistad Commission Lessons**

Objective: Students will be able to examine the African Slave Trade and slavery in America, including New Jersey. Identify how individuals and groups responded to the violation of fundamental rights (Underground Railroad).

Materials: Picture book: Sweet Clara and the Freedom Quilt by Deborah Hopkinson, SMART TV, Brainpop Slavery and Underground Railroad video clips, Flocabulary Harriet Tubman song, SMART TV, SS textbook Chapter 8

Length of time: 2 weeks

- Discuss the history of NJ as a slave state and the steps taken to gradually end it. Focus on the work of abolitionist groups and individuals. Read SS text Chapter 8, Lesson 1.
- Color a map to identify northern free states, southern slave states and border states. Highlight NJś close location to border states. Read SS text Chapter 8, Lesson 2.
- View and discuss the Harriet Tubman Flocabulary and Brainpop clips. Identify the meanings of terms used on the Underground Railroad (passengers, conductor, station, station master).
- Read aloud Sweet Clara and the Freedom Quilt. Following the read aloud, encourage students to summarize, discuss, and share reactions to the book. “What information that we have learned about regarding slavery and the Underground Railroad were present in the book?”
- Students should then complete the story analysis worksheet (independently or in small groups).
- Share answers to questions
- Highly Capable students will be participating in a curriculum compacting project to develop and

present a problem and solution based play based on their learning of this topic.

Assessment: Student discussion and participation, story analysis worksheet, SS Chapter 8 Test

Extension: Students will visit and explore the interactive Scholastic website The Underground Railroad: Escape from Slavery

http://teacher.scholastic.com/activities/bhistory/underground_railroad/escape.htm

## Social Justice

See Appendix C

Book 1: F is for Flag by Wendy Cheyette Lewiston (Flag Day)

Book 2: Where's Rodney by Rebecca Lehr

## CSDT Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

**Activity:**

Students will be able to describe what it was like for slaves escaping slavery on the Underground Railroad. Students will visit an interactive website that takes you through the journey of one slave on the Underground Railroad. Students will explore the site independently. Once they've completed the journey, they will write a reflection about something they learned or found interesting in Google Classroom. After students post their response, they can read the responses of their classmates and have a discussion about the Underground Railroad.

## Enduring Understandings

**6.1 U.S. History: America in the World by the End of Grade 5**

**Civics, Government, and Human Rights: Democratic Principles**

6.1.5.CivicsDP.1 [M]: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2[M]: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

**History, Culture, and Perspectives: Continuity and Change**

6.1.5.HistoryCC.7 [M]: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

**Focus Areas**

- Describe how NJ's location contributed to its importance in the Underground Railroad
- Explain the impact of slavery on NJ, the nation, and individuals
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

**Activities and Assessments**

Tests- multiple choice / open-ended

Picture books