What was the role of a slave in Colonial America?

How can I describe the impact and role of slavery in the colonies?

Grade Level: 5th  Extension Lesson- Social Studies/History/Civic

<table>
<thead>
<tr>
<th>Sunshine State Standards</th>
<th>FL Frameworks for K-12 Gifted Learners</th>
</tr>
</thead>
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<tr>
<td><strong>Week #16</strong></td>
<td><strong>Goal 1</strong>: Thinking Creatively</td>
</tr>
<tr>
<td>Learning Goal: Students will know the motivation for colonial settlements and be able to analyze the similarities and differences between the colonies.</td>
<td><strong>Objective 1</strong>: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.</td>
</tr>
<tr>
<td>Big Ideas &amp; Benchmarks:</td>
<td><strong>Goal 3</strong>: Use and manipulate information sources</td>
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<tr>
<td>SS.5.A.4.4 Demonstrate an understanding of political, social, and economic aspects of daily colonial life in the 13 colonies</td>
<td><strong>Objective 1</strong>: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.</td>
</tr>
<tr>
<td>SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, West Indies, the British Colonies, and Europe</td>
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<td>SS.5.A.4.6– Describe the introduction, impact, and role of slavery in the colonies</td>
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<tr>
<td>Common Core:</td>
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<tr>
<td>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</td>
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</tr>
<tr>
<td>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</td>
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</table>

Subject(s): (To be used during Week 16 on the 5th Grade CCPS Social Studies Curriculum Map)

Description: In Colonial America, African American Slaves played an important role in the success of the 13 Colonies. The students will research slavery and the impact it had on African American families. With the daily struggles to thrive in a confined living environment students will learn about their role as integral part of our historical society.

Closure: As you wrap up this lesson, have discussions on how the early Colonists lived in Colonial America. Most importantly reflect how learning about what other people went through helps us to respect and empathize with others during trials in life.
**What was the role of a slave in Colonial America?**

How can I describe the impact and role of slavery in the colonies?

**Teacher Activity Sheet**

**Goal:**
In Colonial America, African American Slaves played an important role in the success of the 13 Colonies. The students will research slavery and the impact it had on African American families. With the daily struggles to thrive in a confined living environment students will learn about their role as integral part of our historical society.

**Materials:** Student Activity sheets printed for each student, highlighters, pencils, note book paper

**Procedure**-

1. Introduce the students to the meaning of:
   - **Slavery:** is a system under which people are treated as property to be bought and sold, and are forced to work. Slaves can be held against their will from the time of their capture, purchase or birth, and deprived of the right to leave, to refuse to work, or to demand compensation.
   - **Segregation:** The act or practice of keeping people or groups apart.

2. Have the students work in small cooperative groups to read the Student Activity text Introduction to **Colonial African American Life.** As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)

3. After open reflection of each text, have the students work together to give their reflection on the **Focus Question Worksheet.**

4. When they have completed the **Focus Question Worksheet** reflection, have a class discussion about each group’s reflection.

5. You may also use the **Hot-Dok Higher Order** questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.
What was the role of a slave in Colonial America?

How can I describe the impact and role of slavery in the colonies?

Student Activity Sheet

Goal:
In Colonial America, African American Slaves played an important role in the success of the 13 Colonies. The students will research slavery and the impact it had on African American families. With the daily struggles to thrive in a confined living environment students will learn about their role as integral part of our historical society.

Materials: Student Activity sheets printed for each student, highlighters, pencils, note book paper

Procedure-

6. Introduce the students to the meaning of:
   Slavery: is a system under which people are treated as property to be bought and sold, and are forced to work. Slaves can be held against their will from the time of their capture, purchase or birth, and deprived of the right to leave, to refuse to work, or to demand compensation.
   Segregation: The act or practice of keeping people or groups apart.

7. Have the students work in small cooperative groups to read the Student Activity text Introduction to Colonial African American Life. As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)

8. After open reflection of each text, have the students work together to give their reflection on the Focus Question Worksheet.

9. When they have completed the Focus Question Worksheet reflection, have a class discussion about each group’s reflection.

10. You may also use the Hot-Dok Higher Order questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.
Introduction to Colonial African American Life

Slavery existed in every colony

At the dawn of the American Revolution, 20 percent of the population in the thirteen colonies was of African descent. The legalized practice of enslaving blacks occurred in every colony, but the economic realities of the southern colonies perpetuated the institution first legalized in Massachusetts in 1641. During the Revolutionary era, more than half of all African Americans lived in Virginia and Maryland. Most blacks lived in the Chesapeake region, where they made up more than 50 to 60 percent of the overall population. The majority, but not all, of these African Americans were slaves. In fact, the first official United States Census taken in 1790 showed that eight percent of the black populace was free. [Edgar A. Toppin, "Blacks in the American Revolution" (published essay, Virginia State University, 1976), p. 1]. Whether free or enslaved, blacks in the Chesapeake established familial relationships, networks for disseminating information, survival techniques, and various forms of resistance to their condition.

Slave labor required for farming and tobacco cultivating

The majority of blacks living in the Chesapeake worked on tobacco plantations and large farms. Since the cultivation of tobacco was extremely labor-intensive, African slave labor was used, despite questions of whether slavery was morally right. Tobacco cultivation rivaled the sugar production of the British West Indies. Tobacco was an eleven-month crop. Cultivation began in late January with the preparation of the fields for planting, mending tools, and laying out the seed beds. Once the soil was ready (usually in March), tobacco seedlings were transplanted to the fields. By mid-summer, tobacco was growing in the fields, but the delicate plant required constant care. At harvest time, tobacco was gathered and prepared for its shipment to England.

Plantation and farm slaves tend crops and livestock

For slaves working on farms, the work was a little less tedious than tobacco cultivation, but no less demanding. The variety of food crops and livestock usually kept slaves busy throughout the year. Despite the difficult labor, there were some minor advantages to working on a plantation or farm compared to working in an urban setting or household. Generally, slaves on plantations lived in complete family units, their work dictated by the rising and setting of the sun, and they generally had Sundays off. The disadvantages, however, were stark. Plantation slaves were more likely to be sold or transferred than those in a domestic setting. They were also subject to brutal and severe punishments, because they were regarded as less valuable than household or urban slaves.
In an interpretation of domestic slave life, a mother and daughter prepare a meal for the family.

**Few men on domestic sites**

Urban and household slaves generally did not live in complete family units. Most domestic environments used female labor; therefore there were few men, if any, on domestic sites. Most male slaves in an urban setting were coachmen, waiting men, or gardeners. Others were tradesmen who worked in shops or were hired out. In general, urban slaves did not have the amount of privacy that field slaves had. They lived in loft areas over the kitchens, laundries, and stables. They often worked seven days a week, even though Sunday's chores were reduced. Their work days were not ruled by the sun; instead, they were set by tasks. But there were advantages to working in town.

Urban and domestic slaves usually dressed better, ate better food, and had greater opportunity to move about in relative freedom. They also were go-betweens for field slaves and the owners. They were privy to a great deal of information discussed in the "big house." They knew everything from the master's mood to the latest political events. The marketplace became the communal center, the place for "networking." At the marketplace, slaves would exchange news and discuss the well-being of friends and loved ones. They often aided runaways, and they kept a keen ear to those political events that might have had an impact on their lives. Regardless of a slave's occupation, there was considerable fear and angst caused by an environment of constant uncertainty and threats of violence and abuse.

**Slavery a part of 18th-century Virginia society**

Slavery was an integral part of 18th-century Virginia society. Attitudes and class structure legitimized a slave system based on color of skin; slavery touched virtually all aspects of life in 18th-century Virginia. Beginning with the arrival of the first Africans in Jamestown in 1619, an initially unplanned system of hereditary bondage for blacks gradually developed. Over the course of 150 years, slavery became entrenched in Virginia society, increasingly supported by a series of restrictive laws and reinforced by the teachings of the community and family.

Slavery was the foundation of Virginia's agricultural system and essential to its economic viability. Initially, planters bought slaves primarily to raise tobacco for export. By the last quarter of the 18th century, wealthy Virginia farmers were using slave labor in a diversified agricultural regime. Enslaved African Americans also worked as skilled tradesmen in the countryside and in the capital city of Williamsburg. Many also served as domestics in the households of wealthier white Virginians.

The constant interaction between black slaves and white masters (as well as blacks and whites in general) created an interdependence that led to the development of a distinctive Virginia culture. That interdependence was as
destructive as it was unequal. The horrors endured by enslaved African Americans, whether physical or mental, were numerous. White Virginians were caught up in a system that measured social distinction based upon ownership of slaves. Economic reliance on slavery, fears about the consequences of emancipation, and unyielding racial prejudice and cultural bias all contributed to the continuation of slavery in an era of independence.

The African American Family

Most of Virginia's slave population came from West Africa where kinship was at every level of society. Each person was a member of a people, a clan, a family, and a household. The people had a common language, the clan a common ancestor. The family was extended to include grandparents, aunts and uncles, cousins, and other relatives that wanted to be part. The household was the smallest unit – usually mother, father, children, and maybe, but not always, grandparents.

West African wives were subordinate to their husbands, but it was less strict in practice than the European patriarchy. For the children, grandparents and older aunts and uncles passed on family and clan history and traditional lore, and education was a group activity. A modern West African adage is, "It takes a village to raise a child," which is simply a recognition of how it used to be done.

West African kinship was both horizontal and vertical, horizontally to everyone in the village, vertically to ancestors long dead and children not yet born. An individual's life got its meaning from unity with a common existence. Kin were living, dead, and unborn.

Coming from West Africa

A West African transported in a slave ship to anywhere in the New World had everything in his or her life destroyed. What he or she had to do was build a new kinship in a new and strange land and a new and strange society. How much of what they built in this new place was African origin, how much European, and how much Indian is debated by historians. It is certain, however, that the kinship they knew in West Africa did not exist in Virginia.

Enslaved Families

Efforts by 17th century Africans to form families initially suffered from the same high death rates that confronted early Europeans. But while the ratio of men to women in Virginia among Europeans might have been as high as three to one, among Africans it might have been half that or less. There were other difficulties. Slaves could not travel freely to find a wife or husband. African women had unusually low birth rates, perhaps from the trauma of enslavement or perhaps because they did not want to bring children into the world in slavery.

By the second quarter of the 18th century, the enslaved population in Virginia began to reproduce in greater numbers. Virginia-born black women had a higher birthrate than their African mothers and they had their first child earlier. Plantations may have had larger slave populations and, perhaps, a more stable family life.

The concept of stability for slave families was temporary, at best. The legal and religious institutions that supported stability for white families were indifferent or even hostile to stability for slave families. Slave marriages were not recognized by law or the official church, so if some difficulty or desire among whites made it necessary to sell or rent slaves, there was nothing to prevent the break-up of a slave family.
Despite the obstacles and uncertainties, black men and women were married in ceremonies outside the church that combined European and African traditions. Husbands and wives owned by different masters sometimes traveled long distances at night on foot trails to visit. Night walking, a tradition born of necessity, helped hold the slave family together.

**Interdependence**

Slaves depended on their masters for food, shelter, clothing, and health care. The masters depended on their slaves for labor and services, and that led to a complex relationship of authority, obligation, and family loyalty that must have required diplomacy and skill to negotiate. Field hands and domestic servants had different problems. Domestic servants might get cast-off clothing and other gifts, but field hands traditionally got Sundays off, which the domestics did not. In the same way, rural slaves of any kind had different problems than town slaves, who had an easier time finding mates and doing odd jobs to earn tips.

But on plantations or in towns, the close proximity increased the influence that black and white families had on each other. Children of both families played with each other until they were ten or so, and teenaged black girls provided childcare in white families. To one degree or another, blacks and whites influenced each other’s living spaces, work rhythms, childrearing, speech patterns, and religious beliefs.

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*Content excerpted from the Colonial Williamsburg Foundation's publication “Becoming Americans”.*
## Focus Question Worksheet

### FOCUS QUESTION: WHAT SKILLS DID SLAVES POSSESS?

<table>
<thead>
<tr>
<th>Skills</th>
<th>Why would these skills be important during the colonial period?</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

### FOCUS QUESTION: HOW DID THE SLAVE OWNERS TREAT THEIR SLAVES?

<table>
<thead>
<tr>
<th>Specific behaviors toward slaves</th>
<th>What attitudes towards slavery did slave owners hold?</th>
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</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

### FOCUS QUESTION: HOW DID SLAVES FORM FAMILY RELATIONSHIPS?

<table>
<thead>
<tr>
<th>Form of marriage</th>
<th>Was this a legal marriage?</th>
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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### FOCUS QUESTION: BY WHAT MEANS DID SLAVES AND THEIR WHITE OWNERS FAMILIES BECOME INTERDEPENDENT?

<table>
<thead>
<tr>
<th>How did slave children have relationships with owner children?</th>
<th>What does “it takes a village to raise a child” mean?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read with a Pen
Annotating Marks

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- Write important thoughts in the margin
**Classroom Formative Assessment**

**Generic Rubric Design**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Student Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>&quot;I know it better than my teacher taught it.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;I know it just the way my teacher taught it.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;I know some of the simpler stuff, but can't do the harder parts.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;With some help, I can do it.&quot;</td>
</tr>
<tr>
<td>0</td>
<td>&quot;Even with help, I can't do it.&quot;</td>
</tr>
</tbody>
</table>

In addition to exhibiting level 3 performance, the student responses demonstrate in-depth inferences and applications that go beyond what was taught in class.

The student’s responses indicate no major errors or omissions regarding any of the information and/or processes taught in class.

The student’s indicate errors or incomplete knowledge of the information and/or processes; however they do not indicate major errors or omissions relative to simpler details and processes.

The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge.

The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

Source: Robert Marzano, *Classroom Formative Assessment and Grading*
Hot DOK Questions 1

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even with help, no understanding or skill demonstrated. (I don’t get it.)</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (I kinda-sorta get it.)</td>
<td>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. (I get it, but I can’t explain it.)</td>
<td>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. (I get it, and I can explain it to others!)</td>
<td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td>
</tr>
</tbody>
</table>

- Can you recall ______?  
- When did ____ happen?  
- Who was ____?  
- How can you recognize ____?  
- What is ____?  
- How can you find the meaning of ____?  
- Can you recall ____?  
- Can you select ____?  
- How would you write ____?  
- What might you include on a list about ____?
Hot DOK Questions 2

• Can you explain how ____ affected ____?

• How would you apply what you learned to develop ____?

• How would you compare ____? Contrast____?

• How would you classify____?

• How are____ alike? Different?

• How would you classify the type of____?

• What can you say about____?

• How would you summarize____?

• How would you summarize____?

• What steps are needed to edit____?

• When would you use an outline to ____?

• How would you estimate____?

• How could you organize____?

• What would you use to classify____?

• What do you notice about____?

Hot DOK Questions 3

• How is ____ related to ____?

• What conclusions can you draw ____?

• How would you adapt____ to create a different____?
• How would you test____?
• Can you predict the outcome if____?
• What is the best answer? Why?
• What conclusion can be drawn from these three texts?
• What is your interpretation of this text? Support your rationale.
• How would you describe the sequence of____?
• What facts would you select to support____?
• Can you elaborate on the reason____?
• What would happen if____?
• Can you formulate a theory for____?
• How would you test____?
• Can you elaborate on the reason____?

Hot DOK Questions 4

• Write a thesis, drawing conclusions from multiple sources.
• Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.
• Write a research paper on a topic.
• Apply information from one text to another text to develop a persuasive argument.
• What information can you gather to support your idea about____?

DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
• DOK 4 requires time for extended thinking.