

INTRODUCING AND DEFINING SLAVERY

Alice DePina

Grades 6-10
1-2 Class Periods

INTRODUCTION

LESSON OVERVIEW

This ELA/Social Studies combined lesson helps students build background knowledge about indigenous and African nations pre-colonialism and consider language surrounding discussions of slavery. This storyboard vocabulary activity is to provide students a safe and nurturing space for the development of more appropriate, respectful and representative terminology used to describe or define the chattel system in America.

RESOURCES

Video: [The Word Indigenous](#)
Video: [Africa's Southern Kingdoms](#)
Video: [Africa's Most Powerful Kingdoms](#)

SUPPLIES

Vocabulary storyboard handout
Projector/smartboard
Computer
Pens/pencils
Notebooks [optional]

VOCABULARY

Freedom seeker: an enslaved person attempting to achieve freedom, usually by leaving the labor camp to find a place of safety

Runaway: an enslaved person who has escaped a site of enslavement, sometimes seeking refuge in a free place, sometimes to reunite with a loved one they've been separated from

Fugitive slave: an enslaved person whom an enslaver or kidnapper is searching for

Manumission: the freeing of enslaved people

Enslaved person (instead of “slave”): someone who is forced to perform labor or services against their will under threat of physical mistreatment, separation from family or loved ones, or death.

Enslaver (instead of “master” or “owner”): someone who keeps human beings in bondage and considers them to be property.

Chattel slavery: a system in which a person is considered the total property of another

Transatlantic slave trade: The kidnapping, sale, and trade of human beings between various parts of Africa, Europe, and the Americas.

Middle passage: the dangerous journey by boat from Africa to the Americas which result in sickness and death for many captives

Masai people: an ethnic group native to Kenya and northern Tanzania in eastern Africa.

Akan people: a group of people native to present-day Ghana in West Africa. A community from which enslaved people were kidnapped

Colonialism: the policy or practice of acquiring control over another country, occupying it with settlers, and exploiting it economically

Artisan: a skilled craftsman or laborer

Indigenous: originating to a particular place; native

Monolingualistic: speaking only one language or only in one language

ACCESSIBILITY

Strategic partnerships can allow students to support one another

Teachers can select vocabulary that best suits their students' level

Opportunities to draw/storyboard in response to vocabulary can be useful to students still learning English

EDUCATIONAL OVERVIEW AND RATIONALE

ESSENTIAL QUESTION

How does the language we use to discuss slavery affect our understanding of the history of slavery and the agency of enslaved people?

LEARNING OUTCOMES	INDICATORS
<p>Students will understand that Africa contained complex and diverse civilizations before the transatlantic slave trade. African and Indigenous people were leaders, doctors, teachers, skilled artisans, farmers, and artists before they were enslaved</p>	<p>Students can describe specific aspects of culture of a few distinct African communities</p>
<p>Students will understand that language can emphasize the humanity and agency of enslaved people.</p>	<p>Students describe on their vocabulary storyboards the meanings of different terms related to slavery. Students can discuss the impact of different terms as a class.</p>

LEARNING FOR JUSTICE ESSENTIAL KNOWLEDGE	NEW YORK STATE ELA STANDARDS
<p>Key Concept 8 Slavery shaped the fundamental beliefs of Americans about race and whiteness, and white supremacy was both a product and legacy of slavery.</p> <p>Key Concept 9 Enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.</p> <p>Key Concept 10 By knowing how to read and interpret the sources that tell the story of American slavery, we gain insight into some of what enslaving and enslaved Americans aspired to, created, thought and desired.</p> <p>Grades 6-12 Summary Objectives</p> <p>1.B. While people have enslaved others in many ways in different times and places, unfree labor is not always slavery. For example, chattel slavery is an intergenerational system of slavery where individuals are held as property and traded as commodities. Indentured servants are not enslaved. They sell their labor for a certain number of years to pay a debt.</p> <p>3.B. European slave traders participated in</p>	<p>Grades 6-12 Anchor Standards for Reading:</p> <p>STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.</p> <p>STANDARD 7: Integrate and evaluate content presented in diverse media and formats, including across multiple texts.</p> <p>Grades 6-12 Standards for Literacy in History/Social Studies</p> <p>RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</p> <p>RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to</p>

and fundamentally changed the existing slave trade in Africa. The demand for enslaved people in the European colonies of the Western Hemisphere greatly expanded the African slave trade beyond taking people captive in war.

3.D. The Middle Passage was the voyage of enslaved people from the west coast of Africa to the Americas, usually via the Caribbean. Enslaved people endured traumatic conditions on slavers' ships, including cramped quarters, meager rations and physical and sexual assault.

3.E. Enslavers assigned monetary value to the people they traded.

9.B. Enslaved people were often highly skilled, using training and knowledge from their home cultures while acquiring new abilities

history/social studies.

RH6: Identify aspects of a text that reveal an author's point of view, stance, or purpose (e.g. rhetorical language, inclusion or avoidance of particular facts, images, visuals, etc.).

WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.

WHST2e: Establish and maintain a formal style appropriate to the academic discipline, purpose, and audience.

LESSON OUTLINE

PRE-ACTIVITY DISCUSSION + VIDEOS

The Word Indigenous [link here](#).

Today's Maasai African Bead Designers [link here](#)

Southern Kingdoms - History Of Africa with Zeinab Badawi [link here](#)

Most Powerful African Empires [link here](#)

African Kingdoms: 5 Powerful Kingdoms to know [link here](#)

The goal of these videos is to help students understand Indigenous people have a variety of cultures and have always governed their own nations both in African and in the lands that are now the United States. Additionally, Africa is a continent that has always been home to many people, nations, and cultures. African and Indigenous people were leaders, doctors, teachers, skilled artisans, farmers, and artists before they were enslaved.

After each video students can write down three things they learned or share out loud with the class.

Students can also discuss their reactions to each video in small groups (“turn and talk”) and then share with the larger group what their smaller group discussed

VOCABULARY ACTIVITY

Students will use [the storyboard graphic organizer](#) to define, create a picture or symbol and one example sentence for each assigned vocabulary word.

Students may utilize two websites to complete their vocabulary evolution storyboard:

- [Historic Hudson Valley: People Not Property](#)
- [National Parks Service: Language of Slavery](#)

EXIT TICKET:

Students will write down:

- Three things they learned
- Three questions they still have

VOCABULARY STORYBOARD

NAME: _____

DATE: _____

WORD 1:	
Definition:	Picture or monolingual representation:
Examples:	One example used in a sentence:

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