

# Slavery Voices

by Kristen Strom

## Standards

- IL.1.B      STANDARD: Apply reading strategies to improve understanding and fluency.
- IL.1.C.1c   > Make comparisons across reading selections.
- IL.1.C.4a   > Use questions and predictions to guide reading.  
> Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).
- IL.1.C.4e
- IL.1.C.5d   > Summarize and make generalizations from content and relate them to the purpose of the material.
- IL.1.C.5f   > Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.
- IL.2      GOAL: Read and understand literature representative of various societies, eras and ideas.
- IL.2.B      STANDARD: Read and interpret a variety of literary works.
- IL.2.B.1b   > Identify common themes in literature from a variety of eras.  
> Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.
- IL.2.B.2a
- IL.2.B.3a   > Respond to literary material from personal, creative and critical points of view.
- IL.3.B      STANDARD: Compose well-organized and coherent writing for specific purposes and audiences.
- IL.3.C      STANDARD: Communicate ideas in writing to accomplish a variety of purposes.
- IL.4.A      STANDARD: Listen effectively in formal and informal situations.
- IL.5.A      STANDARD: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

# Resources

## [Voices from the Days of Slavery](#)

This website will provide students the opportunity to read and listen to interviews with former slaves.

### Citation

The Library of Congress. Voices from the days of slavery. Retrieved May 27, 2008. World Wide Web:

<http://memory.loc.gov/ammem/collections/voices/index.html>

### Overview and Rationale

Students will be learning about African Americans experiences in slavery by reading first hand accounts and interviews with slaves. They will use [www.loc.gov](http://www.loc.gov) to access this information. Students will be introduced to the assignment, see the teacher model the instructions for the assignment, and then independently work on the assignment in the school computer lab. Students will learn about the struggles of slavery and what African Americans went through when they were enslaved. This lesson will give students the opportunity to be exposed to various first hand slavery accounts, so they can continue to comprehend the hardships of slavery and the history of slavery in America. Students will also be given the opportunity to compare and contrast information from these interviews to other information about slavery that they have read in this unit.

### Objectives

Students will use the internet to learn about African Americans experiences in slavery by reading first hand narratives.

Students will learn how to navigate the Library of Congress and use the website to enhance their knowledge of slavery.

Students will have a better understanding of the hardships of slavery.

Students will compare and contrast the experiences of slaves they read about from this lesson to past lessons by using a Venn Diagram.

### Materials

Computer, projection system, and internet connection in my classroom

Computer Lab signed out for all periods

Copies of worksheet for students to complete (attached)

## **Procedure**

1. Students will take out last night's homework to quickly go over in class. Homework was to read two poems about slavery and answer questions about those poems.
2. After the homework questions are discussed in class, students will turn in those questions.
3. Students will receive the worksheet titled "Voices from the Days of Slavery" that is to be used to complete today's lesson and assignment.
4. Students will watch the teacher on the projection system follow the directions on the worksheet using her own computer. (Teacher will demonstrate for the students so they know what to do once they are in the computer lab.)
5. Students and teacher will read through the rest of the worksheet outloud so students know what they will need to complete during the class period.
6. Students will ask any questions they may have before going to the computer lab to complete the assignment.
7. Students will walk down to the computer lab , sit at a computer, and log on.
8. Students will take out the worksheet and follow the directions at the top of the page.
9. Students will use the rest of the class period to complete the worksheet. They will be reading interviews from past slaves and writing down answers to the questions on the worksheet. The last part of the worksheet is a Venn Diagram that asks students to make connections between today's lesson and prior learning. They will use this Venn Diagram to chart the similarities and differences between slaves' experiences that they've read about.
10. Students will turn in the completed worksheet before the end of class.

**Adaptations:**

IEP students will be given the opportunity to take the assignment home for homework if they need more time instead of having it due at the end of the period.

**Assessment**

Students will be monitored during computer lab time to make sure all students are on task the entire class period.

Students will turn in a completed worksheet by the end of the period that will be worth 20 points. Student worksheets will differ depending on which African American interviews they read during the class period. Worksheets will be graded on the quality of the answers. Answers will vary depending on what interviews were read.

**Comments**

I am looking forward to using this lesson next year during our Unit 3 discussion of slavery. I will use Voices from the Days of Slavery to enhance my students' knowledge of the hardships of slavery. After our lesson, I will want to reflect using these following questions: Did students learn more about slavery? Were they able to make connections between these interviews and Frederick Douglass' experiences in slavery? Were the objectives and learning standards met? Did the Venn Diagram help students compare Douglass' experiences to other slaves' experiences?