



Learning with Lincoln Institute

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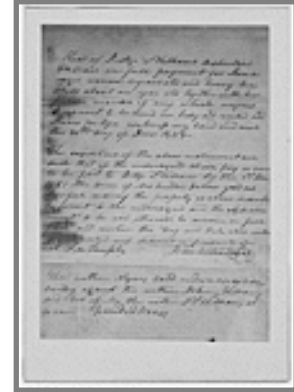


Now More with the Affects of Slavery: the Interview

by Vicki Martinez

Students explore and analyze primary source documents and collections of audio narratives by former slaves to get an understanding of slavery from a new perspective.

Students will research the life of a slave and regroup to present what they have learned in an interview format. The topic of the interview is the personal impact on individuals during slavery. Students gain information through a variety of means; documents, discussion, audio, transcripts and images.



Overview

Subject:	Social Studies / U.S. History / Language Arts
Time Required:	Nine 50 minute class periods (Lang. Arts and Social Studies), Four 50 minute computer lab sessions
Grade Range:	4 - 6
Understanding Goal:	How can primary sources tell students how slavery affected the child, families, or adult slaves?;
Investigative or Essential Question:	How can primary sources tell students how slavery affected the child, families or adult slaves?



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Materials

Purpose of Library of Congress Items: The primary sources help students gain a better understanding of the personal issues that were involved with slavery. Primary sources allowed the students to gain insight to the affects of slavery on the individual child, family, or adult.

Library of Congress Items: Bibliographical Information attached.



Additional Materials:

-  5 Ws and 1 H (attached)
-  Vocabulary Bulletin Board Idea (attached)
-  Collaborative Work Skills: The 5 W's and 1 H Vocabulary Words (attached)
-  My Interview With... Worksheet (Attached)
-  My Interview With a Slave ... Worksheet(attached)
-  Rubric: My Interview with a Former Slave (attached)

Required Vocabulary: Confederacy, Union, Civil War, President Lincoln, slavery, freed, surrender, Yankee, abolitionists, politician, fugitive, slave owner, free territory,

Prior Content Knowledge: In addition to knowledge of HOW to analyze primary sources used, students will need to know: work cooperatively with age appropriate peers, have some knowledge of the Civil War and Lincoln's involvement, students will be grouped with varied levels of academic reading levels.



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Technology Skills:

Students must be able to manipulate the mouse of a computer and be able to surf the Library of Congress website.

Standards

Illinois Learning Standards: 1, 1A, 1B, 1C.
3, 3A, 3B, 3C.
4
5A ,5B
16

For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/

Actions

Description of Teacher Actions:

Activating Prior Knowledge or Anticipatory Set

1. Read each of the vocabulary words asking for volunteers to read the words they know and explain that each word involves the time period during the Civil War.
2. Teacher will also review through question/answer what the Civil War was and what it entailed. (prior knowledge)
3. Place students in groups of varied academic levels.
4. Each group will be given three to four (3-4) vocabulary words with a dictionary or students may also use an online source.
5. Teacher will then instruct the students to look each word up in the dictionary and write the definition as it pertains to the Civil War.

Student Investigative Activities

1. How can we use these words to answer the questions on the worksheet? (5 Ws and 1 H)
2. Students are to answer each "W" question to gain a better understanding of vocabulary and how it relates and to gain a better understanding of Civil War, causes and issues.
3. Teacher will go through an example of what is expected on worksheet.



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4. Once students have filled out the worksheet, they will type their definitions in complete sentences on the computer to be placed on the bulletin board, matching the correct vocabulary word with its definition. Students will now have gained a better understanding of the Civil War, issues behind it and President Lincoln's role.

The Interview

1. Describe the project briefly.
2. Review - By working with Lesson 1 and understanding the vocabulary, teacher will now review Civil War and President Lincoln's role.
3. Teacher will now give an explanation of what an interview is, show and review parts of an interview and what it entails. Students will complete the practice activity to show how to interview.

Student Assessment / Evaluation

1. Describe the project briefly:
2. Students will be placed into pairs. Students will be shown how to navigate their way through the Library of Congress website. Websites will be provided for students as examples of resources to begin their research. Students will be encouraged to surf the Library of Congress website to find collections and resources of their own. Practice at home will be encouraged to increase fluency of the site.
3. Students will listen to an interview of a former slave. Ask students - What are some questions that can be drawn from this interview? Could you understand the person? Is there a place on the website that shows a transcript of the interview?
4. Students will then form questions that they would like to ask a former slave. These questions will be placed on a worksheet for students to listen for and answer. The teacher may need to provide hints for students in the recognition of answers to the interview questions.
5. Students are given an interview worksheet to fill out after listening, reading, and surfing the websites.
6. Students will choose various ways of presenting what they learned during their interview. Students may choose to ask their question and then tape the response from the website. This would then be presented in audio form. Some students may choose to present their interview using a PowerPoint presentation, another way of presenting would be by writing a short Reader's Theatre.



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Best Instructional Practices:

Teaching for Understanding





Interviewing allows students to inquire for themselves and the teacher to observe how students connect what they already know about the affects of slavery. The students know the Understanding Goal for the lesson and will work to answer questions related to the goal. When students explain the Civil War and President Lincoln's role, they put the interview together using questions supplied. This will reference evidence in the audio and transcripts to reveal their understanding of the content.

Differentiated Instruction

The final interview project of audio, Reader's Theatre, or PowerPoint presentation is selected by the student to utilize strengths or differentiated by interest.

Attachments

Library of Congress Resources

Title: Receipt for sale of Jane, age 18, and her son Henry age 1 and all future children; December 20, 1849		
	Collection or Exhibit	Born in Slavery: Slave Narratives from the Federal Writers' Project
	Media Type:	image
	URL	http://memory.loc.gov/cgi-bin/query/r?ammem/mesnbib:@field(NUMBER+@od1(cph+3c25134))
Title: From Slavery to Civil Rights Timeline		
	Collection or Exhibit	
	Media Type:	website
	URL	http://memory.loc.gov/learn/features/civilrights/flash.html
Title: Slaves and the Courts: 1740-1860		
	Collection or Exhibit	
	Media Type:	website
	URL	http://memory.loc.gov/ammem/sthtml/sthome.html
Title: Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938		
	Collection or Exhibit	
	Media Type:	website
	URL	http://memory.loc.gov/learn/features/civilrights/flash.html



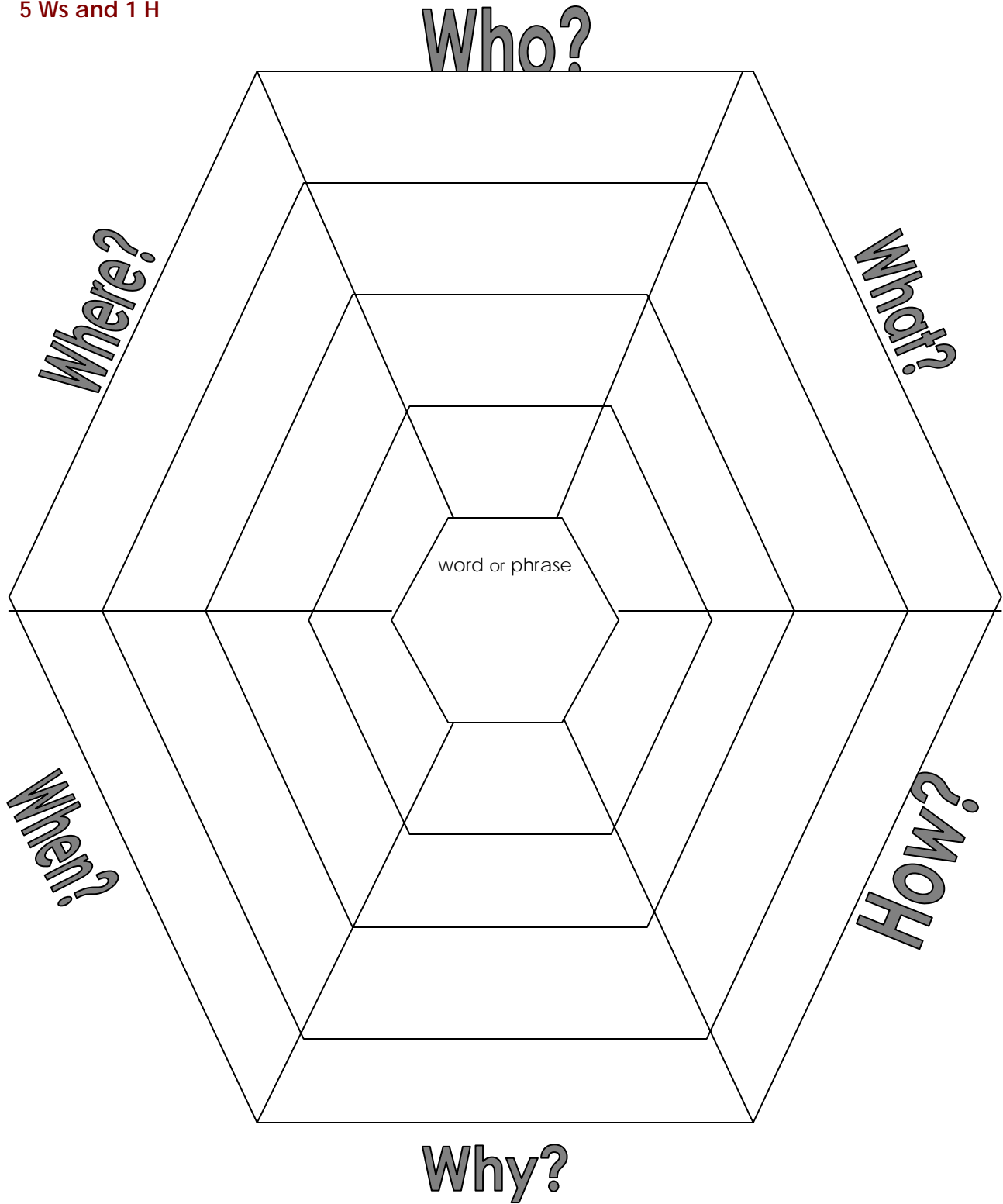
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5 Ws and 1 H





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Bulletin Board for Sharing Definitions

What Do You Know About the Civil War and President Lincoln?

Confederacy	Union	Civil War	President Lincoln	Slavery	Freed	Surrender
Yankee	Abolitionists	Politician		Fugitive	Slave Owner	Free Territory



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Collaborative Work Skills: The 5 W's and 1 H Vocabulary Words

Name _____

CATEGORY	4	3	2	1
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.



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My Interview With...	
Name of Interviewee	
Three words that describe me best:	1. 2. 3.
My favorite kind of music:	
Some things I like to do on the weekend:	
People may be surprised to know that I:	
What did I want the artist to reveal about me in this portrait?	
Name of Interviewer:	
Date of Interview:	



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My Interview With A Slave By _____

1. What is your name?

2. How old are you?

3. Do you remember your owner's name?

4. Was he/she nice?

5. Were you separated from your family? If so, how did you feel about this?

6. How did slavery affect your life or your families' life?

7. What was one of the happiest and one of the saddest days during your time as a slave?

8. Your own question:

9. Your own question:



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Rubric: My Interview with a Former Slave by: _____

CATEGORY	4	3	2	1
Setting Up the Interview	The student introduced himself, explained why he wanted to interview the person, and asked permission to set up a time for an interview.	The student introduced himself and asked permission to set up the interview, but needed a reminder to explain the purpose of the interview.	The student asked permission to set up the interview, but needed reminders to introduce himself and to tell why he wanted to interview the person.	The student needed assistance in all aspects of setting up the interview.
Knowledge Gained	Student can accurately answer several questions about the person interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation	Before the interview, the student prepared several in-depth AND factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Formatting & Editing	The student edited and organized the transcript in a way that made the information clear and interesting.	The student edited and organized the transcript in a way that made the information clear.	The student edited and organized the transcript but the information was not as clear or as interesting as possible	The student did NOT edit or organize the transcript.
Report Writing	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.
Labeling	The student put the date of the interview, place of the interview, full name of the person being interviewed, and the full name of the person being interviewed on the videotape, audiotape, or report.	The student included the date of the interview, place of the interview, and full name of the person being interviewed on the videotape, audiotape, or report.	The student included the date of the interview and full name of the person being interviewed on the videotape, audiotape, or report.	The student forgot to put the date of the interview OR the full name of the person being interviewed on the videotape, audiotape, or report.