



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at Eastern Illinois University and Southern Illinois University Edwardsville
Endorsed by the Abraham Lincoln Bicentennial Commission



Fields of Labor

by Megan Randolph

This lesson will take students out of their comfort zones not only to understand what the life of a slave was like, but also to experience some of the work that was entailed while working in and off of the field.



Overview

Objectives:	After completing the activity, students will be able to: <ul style="list-style-type: none">• analyze primary sources in the forms of photographs to gain insight into the labor intensive field work of a slave from the 1850s to the 1860s• develop a sense of what it was actually like to be a slave and to labor in the fields.• expand prior knowledge of slavery
Understanding Goal:	Students should understand some of the work that a slave was expected to do.
Investigative Question:	Why were slaves needed by plantation owners?
Time Required:	Four 35 minute class periods
Grade Level:	2 - 4
Topic:	African American History
Era:	Civil War and Reconstruction, 1861 - 1877
Illinois Learning Standards:	Social Studies: 15A, 16A, 18AB Language Arts: 3, 4AB, 5 Science: 11,13

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



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
Endorsed by the
Abraham Lincoln Bicentennial Commission



Preparation

Background for Lesson:

Students will have previously gained insight into immigration, Abraham Lincoln and the Civil War in class.

Library of Congress Items:

Title: Cotton field with building in the background.





Collection or Exhibit Prints and Photographs
Media Type: Photograph
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3c28052\)\)+@field\(COLLID+cph\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c28052))+@field(COLLID+cph)))

Title: Picking cotton on a Georgia plantation.



Collection or Exhibit Prints and Photographs
Media Type: Wood Engraving
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3b23576\)\)+@field\(COLLID+cph\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3b23576))+@field(COLLID+cph)))

Additional Materials:

-  Five Senses Photograph Analysis Sheet
-  Cotton Plant

Procedure

Description of Teacher Actions:

Activate Prior Knowledge

1. As a class, build two semantic webs – one for slavery and one for cotton. (Teacher establishes topic categories.)

Student Investigation

1. Students and teacher will analyze photos. Students will be introduced to the importance of primary sources and what is available to them beginning with photos.
2. Students will be asked questions to activate discussion about the photos I will show the photo of a cotton field first. (ex. What is this a picture of? How do you know? Why do you think so? I will not give them any kind of answers yet.) I will then show the picture of picking cotton. (ex. What do you notice about this



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
Endorsed by the
Abraham Lincoln Bicentennial Commission



picture? What are the people doing, wearing, working with, etc? What is the man carrying? Why do you think so? What do you notice about the people in the picture? What do you notice about the tree in the picture? Why would there be an old, dead looking tree placed into a picture about slavery? (Ask your local Agriculture office where to obtain or order cotton...comes by the bag...)

3. Students will complete a "put yourself into the picture activity" by using the senses to draw conclusions.
4. Writings will be discussed with the class.
5. Students will experience how to actually gin cotton by hand and the time that it takes them to do so.
6. I will purchase a bag of 30 cotton plants. Each student will have one small plant to try to gin. We will keep track of how long it takes the students to take all of the dirt and seeds out of their cotton plants. (This is NOT an easy task!)
7. They will have the opportunity to share their thoughts and feelings about what they are experiencing.

Extension Ideas:

With a partner, students will create a poster showing a way to make cotton ginning easier. They will be introduced to the fact that the first cotton gin was not established until after Lincoln's death in 1869. Students will have the opportunity to do a web search on a cotton gin using the internet. Write down three facts.

Evaluation

Evaluation Participation in discussion sessions.
Completion of worksheets.



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
Endorsed by the
Abraham Lincoln Bicentennial Commission



Attachments

Making A Poster : Stress Free Cotton Gin

Student Name: _____

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The poster includes all required elements.	All but 1 of the required elements are included on the poster.	All but 2 of the required elements are included on the poster.	Several required elements were missing.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at Eastern Illinois University and Southern Illinois University Edwardsville
Endorsed by the Abraham Lincoln Bicentennial Commission



"Put Yourself into the Picture"

Name _____

Write at least three sentences for each group. You are a slave back in the times of Lincoln. Use the picture and your five senses to figure out what you...



See...

1. _____
2. _____
3. _____



Hear...

1. _____
2. _____
3. _____



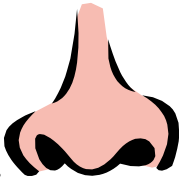
Feel...

1. _____
2. _____
3. _____



Taste...

1. _____
2. _____
3. _____



Smell...

1. _____
2. _____
3. _____