

TAH Lesson Plan

Title: Slavery: Past, Present, and Future

Possible Subject Area(s): Social Studies, History

Overview: This unit challenges sixth grade students to study the presence of slavery in ancient Babylon, antebellum Alabama, and anecdotal evidence in the 21st Century global community by using primary sources such as Hammurabi's Code, Alabama Slave Codes, and the United Nations Declaration of Human Rights

Essential Understanding: The persistent existence of slavery throughout history challenges the belief of the natural freedom of all people and that personal and societal freedom is difficult to preserve.

Essential Questions: What is slavery as understood by reading the documents? What is the nature of slavery? What might have gone through the mind of slave owners or free people in a slaveholding society? What did slaves think about being a slave? How did laws define the behavior of people in certain societies? What consequences enforced laws of slavery? What thoughts raised the consciousness of people to act on the abolition of slavery and affirm human rights?

CT Standards:

Content Standard 1 Historical Thinking:

- a. "...formulate historical questions based upon primary and secondary sources including documents..."
- e. examine data to determine ... point of view
- f. analyze data...to appreciate change over time
- g. examine current concepts, issues, events, and themes...
- h. develop written narratives and short interpretive essays ...from investigations of source materials

Content Standard 2: Local, United States and World History

- d. locate the events, people, and places they have studied in time and space
- e. explain the relationships among the events and trends studied in local, state, national and world history.

Content Standard 3 Historical Themes:

- b. explain how roles and status of people have differed...
- f. explain the reasons for conflict and the ways conflicts have been resolved.

Content Standard 4 Applying History:

- a. initiate questions and hypotheses
- d. display empathy for people who have lived in the past
- e. describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content Standard 5 United States Constitution and Government

- f. explain how an individual's rights...are protected.

Content Standard 8 International Relations

a. describe the organization of the world into nation-states and describe some ways that nation-states interact with one another

Objectives:

- The student will read Hammurabi's Code for evidence of slavery
- The student will read Alabama Slave Codes for evidence of slavery
- The student will read the United States Constitution for evidence of slavery
- The student will read United Nations Declaration of Human Rights for evidence of slavery
- The student will read United Nations High Commissioner for Human Rights, "Contemporary Forms of Slavery"

Materials Needed: Primary sources mentioned in the student objectives. Access to internet, or printed text of the internet sites.

Suggested Activities/Procedures:

Day 1

- Details of the activity: Working in small groups of 2-3, Students will read Hammurabi's Code, take notes on codes related to the topic of slavery and discuss meaning and personal connections
<http://www.commonlaw.com/Hammurabi.html>
- Homework: Students will write a

Day 2

- Details of the activity: Working in small groups of 2-3, Students will read portions of the Alabama Slave Codes, take notes on selected codes and discuss meaning and personal connections.
<http://www.archives.state.al.us/teacher/slavery/lesson1/doc1.html>
- Homework

Day 3

- Details of the activity
- Homework

Suggested Assessment/Evaluation

- Selected Response: Using the primary sources as evidence
- Open-ended Questions
- Rubric