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**Life, Liberty and the Pursuit of Happiness:
The History of Democracy in America**

Title: Slavery and Empire 1440-1770

Possible Subject Area(s); US History

Overview - Students will study the time period and identify those factors that led to the establishment of African slavery in the New World, focusing on the North American colonies

Essential Understanding: The institution of slavery survived because of environmental, economic, political, and cultural factors.

**Essential Questions: What conditions existed in colonial North American that promoted the survival of slavery?
How did the institution of slavery lead to sectional differences?
How did the institution of slavery contribute to racism then and now?**

**CT Standards: CT Standard 1 – Historical Thinking
CT Standard 2 – Local, US, and World History
CT Standard 4 – Applying History**

Objectives:

- The student will identify the beginnings of slavery; including the contrast between the European and African concept of slavery; and the beginnings of the African slave trade
- The student will trace how the system of slavery developed and entrenched itself in the Americas
- The student will read and analyze primary sources to better understand the mindset of North American colonists with regard to slavery
- The student will begin to compile a list of events that will lead to sectional differences - this list will be added to with each unit of study – ultimately the student will recognize how these difference contributed to the Civil War

Materials Needed: *Out of Many* text; supplemental readings

Suggested Activities/Procedures:

Day 1

- Students will have read Chapter 4, Slavery and Empire, in *Out of Many*
- Seminar style discussion of material - Students will be given note cards with

topics that will be used as points of discussion – Each student must make 4 considerable contributions to the chapter discussions and the teacher will track this –

How did the sugar producing process encourage the expansion of slavery in the Americas?

Why did the Spanish turn to Africans instead of Native Americans?

What skills did the Africans bring to the Americas?

What factors and events encouraged the spread of slavery in North America?

How and why was this reflected in law codes?

Compare the use of slave labor in the Chesapeake, the Lower South, the North, and the Spanish and French settlements in North America.

How did slavery contribute to the structure of empire?

How did it affect the slave colonists' economies?

What methods did slaves use to resist masters and slavery?

What were the goods and products that characterized various colonial areas? How did slavery relate to these economies?

How was freedom of white's based on slavery?

What was the social structure among whites in slave colonies?

How did colonial policy encourage white skin privilege and the growth of racism?

How did slave labor contribute to English profit and successful empire?

How did African Americans survive the hardship and suffering of slavery?

What European group first expressed anti-slavery sentiments and why?

HOMEWORK – Students will be given a packet of documents that is to be read and analyzed – questions from each document are to be prepared and submitted

Day 2

- Review of previous day's discussion using the charts and images from the text
- Seminar discussion of the documents -
- Homework - review notes

Day 3

- Students will be broken into groups and each group will be assigned a factor – ENVIRONMENTAL, ECONOMIC, POLITICAL, AND CULTURAL –students will list all factors, identifying sectional differences, that contributed to the institutionalization of slavery
- Students will share findings with the class
- Homework – review findings

Assessment/Evaluation

- Document Based Question – Students will read the documents and complete the question during class

Isolate and identify those environmental, economic, political, and cultural factors that promoted the survival of slavery as a viable institution in the colonial period 1609-1770.

- Rubric - attached

Possible Extensions/Resources

This topic will be continued throughout the year

View *Traces of the Trade*

Read *Uncle Tom's Cabin*