



On behalf of Splash! Publications, we would like to welcome you to *Slavery in America*, one of several books in our American History series. Since this curriculum was designed by teachers, we are positive that you will find it to be the most comprehensive program you have ever utilized to teach students about slavery. We would like to take a few moments to familiarize you with the program.

## THE FORMAT

*Slavery in America* is a 6 lesson program. Our goal is a curriculum that you can use the very first day you purchase our materials. No lessons to plan, comprehension questions to write, activities to create, or vocabulary words to define. Simply open the book and start teaching.

Each of the six lessons requires students to complete vocabulary cards, read about a slavery topic, and complete a Reading comprehension activity that will expose them to various standardized test formats. In addition, each lesson includes a balanced mix of lower and higher level activities for students to complete. Vocabulary quizzes, thought provoking discussion questions, analyzing maps, research projects and journal writing activities utilizing graphic organizers, famous people, and primary sources are the types of activities that will guide students through their journey of *Slavery in America*.

## THE LESSON PLANS

On the next several pages, you will find the Lesson Plans for *Slavery in America*. The Lesson Plans clearly outline what students must do before, during, and after each lesson. Page numbers are listed so that you will immediately know what you need to photocopy before beginning each lesson. The answers to all activities, quizzes, and comprehension questions are located on pages 70-73.

**NOTE:** Students will complete a culminating activity at the end of the curriculum. We suggest that students keep the information from each lesson in a notebook or folder.

## THE VOCABULARY

Each lesson features words in bold type. We have included a Glossary on pages 66-69 to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words four times throughout their study of *Slavery in America*.

Students will be responsible for filling out and studying the vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.



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# LESSONS *at a* GLANCE

1. Before reading *Slavery's Beginnings*, students will:

- complete Vocabulary Cards for *Africans, autobiography, biographies, branded, captives, Christian, citizens, colonies, crippled, debt, Europe, imported, indentured servants, inspected, juries, kidnapped, malnutrition, manufactured, mutiny, New England, New World, Pilgrims, plantation, profits, smallpox, transported, triangular, voyages, West Indies*. (pg. 1)
- complete first part of the Slavery K•W•L•H Chart. (pps. 2-4)

After reading *Slavery's Beginnings* (pps. 5-7), students will:

- answer *Slavery's Beginning's* Reading Comprehension Questions. (pg. 8)
- complete *Slavery's Beginning's* Discussion Questions. (pg. 9)
- fill in new information on the Slavery K•W•L•H Chart. (pps. 2-4)
- differentiate between primary and secondary sources. (pg. 10)
- complete a journal entry for April 30, 1772. (pps. 11-13)
- take a Vocabulary Quiz for Slavery in America Part I. (pps. 14-15)

2. Before reading *A Slave's Life*, students will:

- complete Vocabulary Cards for *boll weevil, butlers, coast, customs, dwelling, forbidden, missionaries, seamstresses, utensils, worship*. (pg. 1)

After reading *A Slave's Life* (pps. 17-18), students will:

- answer *A Slave's Life* Reading Comprehension Questions. (pg. 19)
- complete *A Slave's Life* Discussion Questions. (pg. 20)
- fill in new information on the Slavery War K•W•L•H Chart. (pps. 2-4)
- complete a journal entry for May 10, 1772. (pg. 21)

3. Before reading *The United States of America*, students will:

- complete Vocabulary Cards for *allies, Constitution, Continental Army, Continental Congress, defeated, delegates, elect, estate, factories, federal government, governor, Great Britain, illegal, independence, negotiate, population, Revolutionary War*. (pg. 1)

After reading *The United States of America* (pps. 22-23), students will:

- answer *The United States of America* Reading Comprehension Questions. (pg. 24)
- fill in new information on the Slavery War K•W•L•H Chart. (pps. 2-4)
- read about Thomas Jefferson and answer discussion questions. (pps. 25-27)
- complete a journal entry for July 4, 1776. (pg. 28)
- take a Vocabulary Quiz for Slavery in America Part II. (pps. 29-30)



# LESSONS *at a* GLANCE

4. Before reading *Slave Rebellions*, students will:

- complete a Vocabulary Card for *accused, authorities, bayonets, beheaded, blacksmith, capital, Caribbean, contributed, convicted, convinced, former, harvesting, industry, invented, island, militias, mobs, prophet, rebellions, revolted, solar eclipse*. (pg. 1)

After reading *Slave Rebellions* (pps. 31-32), students will:

- answer *Slave Rebellions* Reading Comprehension Questions. (pg. 33)
- complete *Slave Rebellions* Discussion Questions. (pg. 34)
- fill in new information on the Slavery War K•W•L•H Chart. (pps. 2-4)
- complete a journal entry for December 5, 1831. (pg. 35)
- take a Vocabulary Quiz for Slavery in America Part III. (pps. 36-37)

5. Before reading *The Underground Railroad*, students will:

- complete Vocabulary Cards for *abolished, abolitionists, borders, fled, historians, lashes*. (pg. 1)

After reading *The Underground Railroad* (pps. 38-39), students will:

- answer *The Underground Railroad* Reading Comprehension Questions. (pg. 40)
- complete *The Underground Railroad* Discussion Questions. (pg. 41)
- fill in new information on the Slavery K•W•L•H Chart. (pps. 2-4)
- complete a journal entry for January 19, 1848. (pg. 42)
- use a graphic organizer to write an *Underground Railroad* Story. (pps. 43-44)

# LESSONS *at a* GLANCE

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6. Before reading *Famous Abolitionists*, students will:

- complete Vocabulary Cards for *antislavery, Civil War, conductors, convention, economy, fugitive, harsh, hostilities, immigrants, liberty, prevent, Quakers, societies, Union Army, unite*. (pg. 1)

After reading *Famous Abolitionists* (pps. 45-48), students will:

- answer *Famous Abolitionists* Reading Comprehension Questions. (pg. 49)
- complete *Famous Abolitionists* Discussion Questions. (pg. 50)
- read about Sojourner Truth and answer discussion questions. (pps. 51-53)
- fill in new information on the Slavery K•W•L•H Chart. (pps. 2-4)
- complete a journal entry for January 2, 1851. (pg. 54)
- complete a journal entry for April 10, 1855. (pg. 55)
- follow written directions to complete *Slavery Journal*. (pps. 56-57)
- use primary and secondary sources to research a famous abolitionist and create the game *Find the Fib*. (pps. 58-63)  
**NOTE: You will need to make four copies of the Find the Fib cards on pages 59, 60, 61, 62, or 63 for each student.**
- finish Slavery K•W•L•H Chart and answer discussion questions. (pg. 64)
- take a Vocabulary Quiz for Slavery in America Part IV. (pg. 65)

