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| **Lesson Title** | Plantation life | **Teacher** | Steve Vaccaro |
| **Grade Level** | 8th | **Duration of Lesson** | 60-90 minutes |

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| **Lesson Topic** | The importance of agriculture, plantation life and slavery in antebellum South Carolina. |
| **SC Standards and Indicators** | 8-3 The student will demonstrate an understanding of the American Civil War- its causes and effects and the major events that occurred during that time.  8-3.1 Explain the importance of agriculture in antebellum South Carolina including plantation life, slavery, and the impact of the cotton gin. |
| **Academic Vocabulary** | Agriculture, headright method, plantation, slaveholder, Eli Whitney, cotton gin, antebellum, cultivated, harvested, international slave trade, plantation house, slave quarters, cash crop, revolt, master, mistress, overseer. |
| **Lesson Materials** | http://www.archives.gov/education/lessons/worksheets/photo\_analysis\_worksheet.pdf  SMART board and lesson  <http://player.discoveryeducation.com/index.cfm?guidAssetId=15121DB1-3186-424A-AD8B-1834C1794FA2&blnFromSearch=1&productcode=US>  <http://player.discoveryeducation.com/index.cfm?guidAssetId=e07a2aa2-5e6e-4796-93f4-7e8294789815&blnFromSearch=1&productcode=HUB>  (links to video segments of the cotton gin and slave life from Discovery Education)  Writing rubric |

**Lesson Set**

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| **Content Objective(s)** | **TSWBAT explain how the invention of the cotton gin by Eli Whitney increased the need for African slaves on southern (SC) plantations.**  **TSWBAT explain what life was like on a cotton plantation, including the role of the master, mistress and slave.**  **TSWBAT explain what it might be like to be a slave on a cotton plantation in the antebellum south.**  **TSWBAT predict why the issue of slavery caused tension between the north and the south.** |
| **Literacy Objective(s)** | **TSWBAT to explain the essential questions of the lesson through letter writing. Interpretation of Cornell notes, video/photo analysis and class discussion will facilitate the writing process.** |
| **Lesson Importance** | **The invention of the cotton gin by Eli Whitney in 1793 essentially caused most South Carolina plantations to switch from growing rice to growing cotton. Cotton could now be processed for distribution at a much faster rate. The increase in cotton production caused an increase in the need for slave labor. The social, political and economic systems in South Carolina became intertwined with the institution of slavery. Along with state’s rights the issue of slavery would ignite the American Civil War.** |
| **Connections to prior and future learning** | **Students should already be aware of the importance of the plantation system in regards to life in the south and that South Carolina’s main crop prior to the invention of the cotton gin was rice. Indigo was also cultivated in South Carolina but to a much lesser extent than rice.**  **The plantation system will become the platform from which South Carolina will eventually secede from the union and start the American Civil War.** |
| **Anticipatory Set/ Hook (Engage)** | **The students will describe an illustration of a slave transaction as a bell ringer activity. (See attached SMART lesson for image)** |

**Skill Development**

**Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.**

**The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.**

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| **Introduce content components** | 1. **Eli Whitney and the cotton gin** 2. **Role of a plantation and its inhabitants** 3. **Living conditions for slaves** 4. **Importance of the plantation system to Southern society** |
| **“I do”**  **Skill from literacy objective**  introduce/explain/model | **The teacher will present a Smart board lesson that introduces content. The students will take Cornell notes.** |

**Guided Practice**

**This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.**

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| **“We do”**  **Activity Description**  Include student “explore” components and opportunities for them to explain their learning. | **The students will work in pairs to analyze a photograph of a slave quarters using a photo analysis worksheet from the National Archives website.**  **The students will share their findings with the class.**  **The teacher will facilitate class discussion during the process to highlight desired areas of learning.**  **Why would a plantation owner have so many slaves? Why would they have to live in cramped quarters?** |
| **Checking for Understanding-“Informal” Assessment** | **The teacher will check for understanding by observing students and asking reinforcement questions throughout the activity.**  **Cornell notes**  **Photo analysis** |

**Closure**

**Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.**

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| **Content Solidified** | **The teacher will re-visit content during the explanation of the formal assessment.** |

**Independent Practice**

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| **“You Do”** | The students will write a letter from the perspective of a slave. (See attached rubric for details) |

**Summative/ “Formal” Assessment**

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| **Assessment** | **Letter** |

**Differentiation**

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| **During Lesson** | **Students that need extra guidance will be paired with a peer.**  **Printed Cornell notes will be provided as needed** |
| **Assessment** | **ESOL students will be encouraged to use illustrations with captions. Also the length of the writing assignment will be adjusted in relation to the individual case.** |

***Directions:*** *You are a slave on a cotton plantation somewhere in South Carolina before the Civil War. You have secretly learned how to read and write. There is a rumor going around that the North is against slavery and Southern states feel they have a right to their way of life. Write a letter to anyone you choose that explains the situation……***The letter must be (4) paragraphs in length and include an introduction, a body (2 paragraphs), and a conclusion. Use the rubric below to guide your writing.**

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| **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **There will be a total of 15 possible points. Score \_\_\_\_/15** | | | |
| **Explain how the cotton gin has changed life on the plantation.** | **1**  **Author displays little or no understanding of topic** | **2**  **Author displays moderate understanding of topic.** | **3**  **Author displays full understanding of topic** |
| **Explain the role of the master, mistress and slave on the plantation.** | **1**  **Author displays little or no understanding of topic** | **2**  **Author displays moderate understanding of topic.** | **3**  **Author displays full understanding of topic** |
| **Explain the living conditions for slaves on the plantation.** | **1**  **Author displays little or no understanding of topic** | **2**  **Author displays moderate understanding of topic.** | **3**  **Author displays full understanding of topic** |
| **Explain why southern states want to keep the institution of slavery.** | **1**  **Author displays little or no understanding of topic** | **2**  **Author displays moderate understanding of topic.** | **3**  **Author displays full understanding of topic** |
| **Formatting and grammar** | **1**  **Needs work** | **2**  **Good** | **3**  **Excellent** |