



Slavery! The Beginning, the Transformation, and its Continual Effect On Those Who Have Endured It

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This curriculum unit is recommended for:
9th Grade World History and 10th American History I

Keywords: slavery, indentured servitude, slave, bondage, servitude, thralldom, enthrallment, subjection, subjugation, serfdom, constraint, captivity, restraint, bond service, vassalage,

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit will challenge students to understand the intrigue nuances of slavery in the ancient and new world. The unit will explore the fact that slavery is nothing new and has been taking place since the beginning of wartime (the conquer and the conquered). It will show that slavery has existed in many different forms and, depending on who was in control at the time, transformed to affect the people who endured it. The unit will help students understand the effect that slavery has had in Africa, Europe, and the Americas. It will provide a worldly view of how people are valued and viewed throughout society. The unit will also give a graphic visual of how many powerhouse economies were built off the backs of slave labor. Students will learn how slavery has become more psychological and institutionalized in American society through policies put in place to deter the progress of the freed slaves in America. It will expose students to how the political move by Abraham Lincoln to free the slaves had nothing to do with doing what was right, but more so keeping the southern states from growing to an overwhelming maximum capacity of wealth. Many have been noted to express that the former slave should lift himself up by his bootstraps and make something of himself. However, unless you walk with blinders on your eyes, it is clear to see the unjustifiable sanctions put in place throughout the south after slavery such as Jim Crow Laws, mass incarceration laws, and other programs established to make the overwhelming minority dependent on the government and its assistance.

I plan to teach this unit during the 2019-2020 school year to a total of 37 students in my American History I, English II, and Learning Lab classes.

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Introduction

This unit is designed to increase the critical thinking skills of high school age young adults in the area of psychological and mental trauma, and how the trauma of slavery can have a continual effect on generations after the trauma event has occurred. It will make students aware of stereotypes and societal statuses that may be perceived by others toward them and others. The unit will center on events which occurred in Africa, Europe, and the Americas. The information provided in this unit will eliminate the idea that only African Americans were enslaved and treated in a negative fashion. Historically, there have been many people who have endured the hardship and burden of being a slave.

School Background

Z. B. Vance High School has a demographic population of 2% Asian, 30% Hispanic, 62% Black, 4% White, and 2% other races. Free lunch eligibility is 99%. The school reading/language arts proficiency is 26% and its math proficiency is 26%. I teach English II, Civics & Economics, American History I and II, English II, Learning Lab, and English IV. I have been teaching exceptional children for a total of 19 years, and at Z. B. Vance High School for 6 years. I am a lateral entry teacher through RALC. I have a Bachelor of Science in Mass Communications from Norfolk State University, a Master's in Education from Virginia State University, and a Certificate in Leadership from Wingate University. This semester, I have 4 students in my English II class, 14 students in my American History class, and 15 students in my Learning Lab class. My classes are diverse containing students of African American, Latino and Caucasian heritage. Z.B. Vance High School's demographics center around its predominately African American and Latino students who make up 98 percent of the student population. Many of the African American students at Z. B. Vance have a vague idea of their history. Typical public-school curriculum teaches that the Africans were slaves, and that many of the Latino populations in the Americas are the true Native Americans.

Rationale

Many students have gained a sense of entitlement, not understanding what those before them have went through for them to enjoy the freedoms that they have in America. They are taught by United States History classes that their history basically began with slavery. Some history books in America have even suggested that slaves bought from Africa volunteered their services. However, the truth is students should understand that slavery came out of systems of war. In many cases, when an opposing army or civilization was conquered, some of its population became slaves. Some slaves worked their way to freedom in specific amounts of times set by their capturers. Some students may question why slavery even matters if it doesn't exist anymore. However, recent media coverage shows that this is not true. In countries such as Libya,

slavery still exists. In a recent National Public Radio story, “Migrants Captured in Libya Say They End up Sold as Slaves,” a young man was snatched up and held captive; he was later sold as a slave.¹

Content Research

According to the Merriam Webster dictionary, the term “slavery means submission to dominating influence.”² In earlier times, work depended on social class. The lowest in a social class were considered peasants. Peasants were considered the bottom feeders. They had the worst jobs, longest hours, and worked for the lowest wages. Peasants were farmers, construction workers, and unskilled laborers. They were the people that were most responsible for the building of the pyramids. “Many of the peasants lived a low level life, rested in mud brick houses, ate a simple diet, and at times ate the leftovers from the pharaoh due to famine.”³ This ideal of a lower level status has been used throughout societies in the eastern and western world. Peasants were also used as soldiers. “The ideal soldier had been the soldier-peasant who left his plough to fight in the spring and returned to harvest in the autumn, but no longer could peasants farm and fight.”⁴ The peasant later became a fulltime soldier.

As time went on and more wars ensued between ancient kingdoms, peasantry transformed into slavery. War is a concept that is ancient to everyone in the world. All over the world, war has affected lives in some shape or form. In many of those wars, strategies were focused on defeating and capturing the enemy. The question is what was done to the enemy once captured? “Historians acknowledge the existence of individual slave soldiers but tend to overlook the institution of military slavery which produced them and defined their status.”⁵ In earlier years, prisoners of war became slaves for their captors, being tormented to work endlessly sometimes until death. “Military slaves were used by Egypt’s rulers for ten centuries, from Ahmad Ibn Tulun (r.868-84) to the late nineteenth century. The first slave armies were black, the result of Ibn Tulun having recruited forty thousand Sundanese slaves.”⁶ Tulun’s use of slaves in the Middle East began a trend in the region not only to capture the opponent and use them as slaves, but to eventually sponsor a movement where individuals would enslave an entire group of people and create slave armies. What was unique about Tulun’s army was that it contained both white and black slaves. “By 1815, his idea had evolved into a ‘mixed slave army’ whose soldiers were white and black slaves. Then in 1820, it evolved again into a ‘mixed but classificatory slave army,’ which Muhammed Ali specifically designated Mamluks as officers and black slaves as

¹ NPR. “Migrants Captured in Libya Say They End Up Sold as Slaves.” National Public Radio (March 21, 2018). Accessed December 2, 2019. <https://www.npr.org/sections/parallels/2018/03/21/595497429/migrants-passing-through-libya-could-end-up-being-sold-as-slaves>.

² Merriam-Webster. “Definition of SLAVERY.” Accessed October 24, 2019. <https://www.merriam-webster.com/dictionary/slavery>

³ Kirshe, Torie. “Ancient Egypt: Peasants.” Accessed October 24, 2019. <http://6awchistory.weebly.com/peasants.html>

⁴ Alston, Richard. *Soldier and Society in Roman Egypt: A Social History*. London; New York: Routledge, 1995.

⁵ Archer, Léonie J., and History Workshop Centre for Social History (Oxford, England), eds. *Slavery and Other Forms of Unfree Labour*. History Workshop Series. London; New York: Routledge, 1988.

⁶ Walz, Terence, and Kenneth M. Cuno, eds. *Race and Slavery in the Middle East: Histories of Trans-Saharan Africans in Nineteenth-Century Egypt, Sudan, and the Ottoman Mediterranean*. Cairo; New York: American University in Cairo Press, 2010.

soldiers.”⁷ The practice of building slave armies went on for years as Muhammed attempted to build a loyal merciless army that would only be dedicated to him and follow his every order. The number of slaves in the army grew tremendously over time, even through years of plagues and other health epidemics. “It is believed that half of all slaves in Egypt lived in Cairo, so there were perhaps from twenty two thousand to twenty five thousand slaves in a of Egypt at this time.”⁸ In the nineteenth century, Egyptian Circassian females were kept as mistresses for the wealthy Turks, while male and female Negro slaves were used for more domestic work throughout the kingdom. This lasted until official action was taken against the slave trade by wealthy Europeans who were appointed in high ranking positions throughout Sudan where the majority of the Negro slaves were coming from. White slaves were taken from the eastern coast of the Black Sea and from the Circassian settlements of Anatolia via Istanbul.

Slavery in Libya started in the eighteenth century by a group of people called the “Adamu-sawa -derived from Arabic: Ghaddmisa-i.e. the people from the oasis of Ghadames, the most important inland station on the old central trans-Saharan trade route, today situated on Libyan territory only a few miles south of the point where Algeria, Tunisia and Libya meet.”⁹ Slavery was governed by Islamic Law in North Africa and the Middle East. These people were said to be the first whites that the Sundanese people were to come in contact with. “According to Bovill, of an estimated 10,000 slaves being traded annually across the Sahara until the mid-nineteenth century, around half entered the Regency of Tripoli (with about 2,500 going to Morocco and the rest to Algeria and Tunisia).”¹⁰ The slave trade was there main source of income between 1830 and the 1900s for the Ghadames. However, they had a major economic change coming their way. “It was in this period that the slave trade, so important for the Ghadamisi merchants, collapsed, largely as a result of increasing European pressure on the Sublime Porte, thus forcing the tradesmen of the oasis to look for other precious commodities to transport through the Sahara with the customary substantial profit.”¹¹ Ulrich Haarmann wrote that this information was backed up and substantiated by documents found in the home Bashir Qasim Yusha, whose family is a well-known relative of the Berber Clan, known for their slavery practices in Europe, Africa, and the Middle East.

Even though slavery ended in Libya in the nineteenth century, it’s ironic that slavery has reappeared and exists again in the present year 2019 due to an influx of Sub-Saharan immigrants running from conflicts in their countries. “The release of the footage by CNN in November 2017 that appeared to show youths from sub-Saharan countries being sold to buyers at undisclosed locations in Libya drew global attention and condemnation as well as further media coverage in both Africa and Europe.”¹² Pictures and videos were obtained giving concrete evidence of the slave market operating on high levels. This has caused protest all over the world. “In December

⁷ Ibid.

⁸ Ibid.

⁹ Haarmann, Ulrich. “The Dead Ostrich Life and Trade in Ghadames (Libya) in the Nineteenth Century.” *Die Welt Des Islams*, New Series, 38, no. 1 (1998): 9-94. www.jstor.org/stable/1570730

¹⁰ Temperley, Howard. *After Slavery: Emancipation and Its Discontents*. Routledge, 2013.

¹¹ Haarmann, Ulrich. “The Dead Ostrich Life and Trade in Ghadames (Libya) in the Nineteenth Century.” *Die Welt Des Islams*, New Series, 38, no. 1 (1998): 9-94. www.jstor.org/stable/1570730

¹² Wilson, Joseph, and Abdulmutallib Abubakar. “Pictorial Framing of Migrant Slavery in Libya by Daily Trust Newspaper Nigeria.” *MCC* 1, no. 2 (December 2017). Accessed December 2, 2019. <https://www.researchgate.net/publication/327592944>

2017, the Federal Government of Nigeria identified 2,778 Nigerians trapped in the Libyan detention camps.... Furthermore, Public Notice (2018 paragraph.1), in respect of this, reported that ‘The Federal Government says it is working with Libyan Authority to negotiate the release of all Nigerians in Libya slave camps and ensure their repatriation safely to the country.’”¹³

One situation that played a major role in the growth of the slave markets in Libya was the outing of Omar Kaddafi’s regime in 2011. Immigrants are being trapped and sold multiple times to the highest bidders. Pictures in Libya show refugees are being dehumanized, tortured, and at times killed. They show men, women, and children lying face down on the ground with loaded weapons being pointed at them, being kicked, slapped, punched, and spit on. People are being branded on their faces with numbers representing the order of purchase in which they were bought causing permanent scares for life. One captured slave claimed, “They kept us in a large, container-like shed. It was really a cramped area with around 320 of us and had one toilet to share. I stayed there for three months.”¹⁴

Turning to slavery in the Americas, which started more than 400 years ago, it is interesting to note that Africans were being shipped into South America and the Caribbean at least a decade before they reached the shores of Jamestown in North America. “However, those enslaved in North America during the colonial period were a minority; only 6% of Africans were taken to the East Coast of North America between 1500 and 1870. Slave imports from Africa were overwhelmingly taken to South America and the Caribbean.”¹⁵ The combination of slaves in South America and the Caribbean comprised the largest number of African slaves in the new world. Many of the slaves were taken to Brazil to work sugar plantations. As the Caribbean Islands saw the use of slaves become profitable, they too began the process of implementing the practice of slavery throughout the islands to create products for the international market. Slavery first began as indentured servitude, where a person could come and work for their freedom and eventually gain the rights and privileges of all other citizens. However, indentured servitude did not last long as the Caribbean slaveholders realized that the best labor was African slave labor to maximize their profits from their products on their plantations.

As different methods of slavery were introduced and put into action, some of them became synonymous with the word capitalism. Capitalism is defined as “an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market.”¹⁶ Slaves became private property in which taxes were paid and ownership was given. The beginning of the new world brought about a new age for slavery. No longer could a person earn their way out of slavery. They became a slave in a generational system which made the slave and the child of a slave born into slavery with no freedom. This was a slave trade which included Africa, Europe, the Caribbean, and the Americas. These practices went on for centuries in the new world, assisting the American

¹³ Ibid.

¹⁴ Naib, Fatma. “Slavery in Libya: Life inside a Container.” *Al Jazeera* (January 26, 2018). Accessed November 26, 2019. <https://www.aljazeera.com/news/2018/01/slavery-libya-life-container-180121084314393.html>

¹⁵ Johnson, Charlotte. “The South American Slave Trade.” *Manchester Historian* (February 24, 2014). Accessed December 2, 2019. <https://manchesterhistorian.com/2014/south-american-slave-trade/>

¹⁶ Merriam-Webster. “Definition of CAPITALISM.” Accessed October 31, 2019. <https://www.merriam-webster.com/dictionary/capitalism>

government in becoming a superpower, based off the backs of African slave labor. When the Europeans touched the new soil of America their intentions were not clear with the indigenous Americans. As more people arrived in the western hemisphere, along came diseases, which wiped out over half of the native indigenous population. As shown in previous research,¹⁷ “Europeans brought deadly viruses and bacteria, such as smallpox, measles, typhus, and cholera, for which the Native Americans had no immunity.”¹⁸ This began the process of killing the natives off. It also began the process of the newcomers attempting to enslave the indigenous Americans.

This thought process brought about a change in philosophy. The newly formed American colonies attempted to move the Indians to the Caribbean, New England, and other territories to work in order to bring in new Africans that did not know the land and use them as slaves. This eliminated a crucial threat to their way of life. It was a power move in the control structure. “The record of Native enslavement also shows how the white desire to put workers in bondage intensified the chaos of contact, disrupting intertribal politics and creating uncertainty and instability among people already struggling to adapt to a radically new balance of power.”¹⁹ The Natives knew the land and would fight back, trying to stay in power over their territory. They would use guerilla tactics that would at times overwhelm the Europeans. However, the Europeans were persistent in their attacks and raids, murdering, raping, capturing, and torturing as many natives as possible eliminating their threat. “Alan Gally writes that between 1670 and 1715, more Indians were exported into slavery through Charles Town (now Charleston, South Carolina) than Africans were imported.”²⁰ On the other side of the world, negotiations were being held with slave traders in Africa. Many of the slave traders were of the Muslim faith. However, there were many of the native African tribal chiefs who participated willingly and unwillingly. Some due to a lack of uncertainty and lack of knowledge of the effects it would have on its brothers and sisters traveling across the treacherous Middle Passage to the new world.

The majority of the slaves who came to the Americas were from West Africa. While on the trip through the middle passage, slaves were forced to sleep in small quarters within the bow of the ship often laying in urine and feces. Once reaching America, slaves were sold and bought at auctions throughout the South. Slavery was physical and psychological. Women, men, and children were forced to work on the plantations of the slave master, both inside and outside of the plantation house. Slaves were beaten, raped, tortured, and murdered for disobeying their masters, and at other times just for pleasure and entertainment. Families were ripped apart, and male slaves were bred with a host of different females in order to increase the population of available workforce. Overseers watched slaves closely in order to avoid slave escapes and slave revolts throughout the south.

¹⁷ Denevan, William M., ed. *The Native Population of the Americas in 1492*. Madison: University of Wisconsin Press, 1976.

¹⁸ Nunn, Nathan, and Nancy Qian. “The Columbian Exchange: A History of Disease, Food, and Ideas.” *Journal of Economic Perspectives* 24, no. 2 (June 2010): 163–88. <https://doi.org/10.1257/jep.24.2.163>

¹⁹ Onion, Rebecca. “America’s Other Sin.” *Slate* (January 18, 2016). Accessed December 2, 2019. http://www.slate.com/articles/news_and_politics/cover_story/2016/01/native_american_slavery_historians_uncover_a_chilling_chapter_in_u_s_history.html

²⁰ Ibid.

The cash crops of the south were tobacco, cotton, and sugar cane. Slave labor was the reason why the south was in a league of its own when it came to the production of self-made millionaires per capita. “Slave labor had become so entrenched in the Southern economy that nothing—not even the belief that all men were created equal—would dislodge it. When delegates to the Constitutional Convention met in Philadelphia in the summer of 1787, they were split on the moral question of human bondage and man’s inhumanity to man, but not on its economic necessity.”²¹ Slaves were counted as three-fifths of a person, increasing the south’s representation in Congress. As the south became more powerful, the north was having difficulty competing economically, so some individuals in Congress latched on to the abolishment of slavery movement in which certain economic policies were passed that would affect the southern consumer. “Before the American Civil War, Abraham Lincoln and other leaders of the anti-slavery Republican Party sought not to abolish slavery but merely to stop its extension into new territories and states in the American West.”²² The south became weary after Lincoln was elected president and they began to secede from the union, forming the Confederate States of America. The non-willingness to cooperate as one union led to war between the North and South.

Instructional Implementation

Implementation of my topic will begin with a classroom discussion exploring several different aspects of slavery. As the teacher, I will provide a brief ten-minute introductory background of the history of slavery, and some of its effects on the people who have endured slavery. Students will be placed into groups of four and given a question about slavery to discuss among their group. Rules for group discussion will be given out before the discussion activity begins. Multiple teaching strategies will be used during this process. Among them are the use of 21st century technology to help teach methods and engage students in the implementation of strategies, differentiated instruction to reach the different levels that students may be on at one particular time, and collaborative learning so that students can bounce ideas and help one another while engaging in academic activities. Some of the activities that will be included in the lesson plans are 3-2-1, Analyzing Images, Annotating and Paraphrasing Sources, Barometer: Taking a Stand on Controversial Issues, Graphic Organizers, Chunking, Close Reading, Concentric Circles, and Exit Tickets. Students will be assessed formally and informally. Informal testing will be delivered in the form of Exit Tickets where students will be required to reach 80 percent mastery for understanding. Students will be given a teacher-made assessment for formal testing of the unit, and they will have to gain 80 percent mastery for proficiency.

Lesson Plan One

The instructional focus will be to examine the different nuances of slavery in Ancient Egypt and explain the role that slaves played in Egyptian society. Lesson objectives are to gain an understanding of the need for slaves in Ancient Egypt, to compare the different levels of social status in Egyptian society, and to determine the geographic locations from which slaves were taken. Essential questions are: Can you explain the structure of slavery in Ancient Egypt? If

²¹ Timmons, Greg. “How Slavery Became the Economic Engine of the South.” History.com (August 31, 2018). Accessed December 1, 2019. <https://www.history.com/news/slavery-profitable-southern-economy>

²² History.com Editors. “Slavery Abolished in America.” History.com (July 28, 2019). Accessed December 2, 2019. <https://www.history.com/this-day-in-history/slavery-abolished-in-america>

given a comparison graphic organizer, will you be able to compare slavery in Ancient Egypt to slavery in Libya and America? Can you explain the structure of slavery in Libya, past and present? Based on the facts given, can you explain how slavery still affects individuals in the post-slavery state?

Students will watch a connecting YouTube video on servitude and slavery in Ancient Egypt (see teaching resources in Appendix 3). The video is nearly 8 minutes long and breaks down the complex structure of servitude and slavery in Egypt. While watching the video, students will have a sheet of paper jotting down their thoughts and first impressions of the video. Once the video has finished, each student will get a 2-minute segment to express what they thought of the video. Students will increase their map awareness skills by examining a map of Egypt. After doing so, students will be able to understand geographic locations when discussed throughout the unit. The teacher will give some background knowledge on the importance of particular cities in Egypt related to the lesson.

The lesson will then turn its focus to vocabulary. Words will be defined by using the Frayer method (see Appendix 3). The following words will be defined: slavery, indentured servitude, slave, bondage, servitude, thralldom, enthrallment, subjection, subjugation, serfdom, constraint, captivity, restraint, bond service, peasant, and vassalage. Other key words are status, noble, and pharaoh. Students will have 20 minutes to complete this task.

For guided practice, the teacher and students will engage in a close read called “Egyptian Slavery Facts for Kids” (see Appendix 3). This document is an easy read for some students who may be on different reading levels. It is also a reinforcement of the video previously seen at the beginning of class. Students will annotate and chunk each paragraph for better understanding to the right of the text. Each student will receive 2 different colored highlighters (yellow and pink). The yellow highlighter will be used to highlight the first sentence of the paragraph and the last sentence of the paragraph. This will allow students to get a minor understanding of the paragraph before fully reading it. The pink highlighter will be used to highlight supporting details related to the main idea. The teacher will model this for the students to ensure that students understand the process. Students will have 20 minutes to complete this task.

During independent practice, the students will draw a character map depiction of their vision of slavery in Ancient Egypt on canvas. Students will use lead pencils, markers, and colored pencils to complete this task. Students will also include a caption at the bottom of the picture explaining what is going on in their picture. Students will have 15 minutes to complete this task. After completing the character map, students will present their drawings to the class using their jotted down thoughts throughout the drawing.

Students will have 20 minutes to complete more guided practice. Students will close read two articles: “Egyptologist: The life of slaves in Egypt was not as hard as we think” and “Slaves and Slavery in Ancient Egypt” (see Appendix 3). Annotation and chunking skills will be used to break down the reading selections. Graphic organizers will be handed out, asking students for the main idea of the article and four supporting details which will be provided as textual evidence reinforcing the student’s choice. After identifying the main idea and supporting details, students will answer questions and provide textual evidence to support their answers. If students do not

finish the activity in class, they will complete at home for homework. Time permitting, students will spend the last 5-6 minutes of class summarizing what they learned during the lesson.

Lesson Plan Two

The instructional focus of this lesson is to examine the slavery system of Libya from the past to present, including how it has resurfaced and regained strength with the mistreatment of immigrants passing through the country fleeing from war. Lesson objectives are as follows: explain how slavery began in Libya, identify the reasons why slavery was ended in Libya during its first stint in the 1900s, compare and contrast slavery in Libya with slavery in Ancient Egypt, and examine and analyze the current slavery situation in Libya. Lesson essential questions are: How would you elaborate on the reason why slavery existed in Libya? What are the pros and cons to slavery in the Libyan system? What can you point out about the method in which slavery was ended in Libya during the 19th Century? How would you generalize the treatment of slaves in Libyan society?

The student warm-up will consist of students watching a video called “Migrants being sold as slaves in Libya” (see Appendix 3). Students will have a writing utensil and paper to jot down their thoughts about the video. At the end of the video, the teacher will give a brief explanation of the video in case students harbor any confusion about what they watched. Students will be given the task of creating a travel brochure for Libya. This will help the students become more familiar with the geographic location and culture of Libya.

Guided practice for students will consist of two fact sheets. One fact sheet will contain facts about slavery in Ancient Egypt and the other will be an article with facts about slavery in Libya. Students will read both the fact sheet and the article on Libya and compare and contrast using the Venn diagram graphic organizer. Students will have 20 minutes to complete this task.

For independent practice, students will have 25 minutes to complete this task, and the teacher will model this task working alongside students. Students will read an article from *Time Magazine* called “The Libyan Slave Trade Has Shocked the World. Here’s What You Should Know” (see Appendix 3). Students will chunk and annotate writing to the right side of the article and use highlighters to mark the main idea and details of the selection.

After reading and analyzing the article, students will turn and talk about the article, sharing their opinions and thoughts with one another. Students will have 10 minutes to read the article and 5 minutes to turn and talk on the teacher’s command. After turning and talking, students will be given 5 teacher-made questions for understanding. They will have to provide textual evidence to support their answers.

Finally, students will be given 20 minutes to watch the video “Cameroon: Migrants tell of Libya's slave market hell” (see Appendix 3). Students will write a paragraph summarizing the video on an index card. The paragraph will also include how the students feel about the current slavery situation taking place in Libya. Students will turn this index card in as their exit ticket before leaving the classroom.

Lesson Plan Three

This lesson will start with the term “Emancipation Proclamation” written in a bubble map on the board. Students will watch a video called “The Emancipation Proclamation Explained: US History Review” (see Appendix 3) and be asked to describe what they know about the term. Scholars will be given 12 minutes to complete the task.

Next, the teacher will give a brief 7-minute lecture about the origins of slavery in the Americas. Students will be divided into groups of four and be given the task of developing a timeline of slavery. This timeline should be detailed and include as many important and relevant dates as possible. Supplies for the timeline creation will be provided. Students will be given 20 minutes to complete this task. After this task is completed, students will take a picture of their timeline with their electronic device and travel the room and compare their timeline with those of their peers. This will create discussion as to why certain dates should be deemed important or irrelevant on the timeline.

After creating their timelines, students will prepare to dissect the Willie Lynch letter (see Appendix 3). This activity will be guided by the teacher. Students will highlight the text as before and chunk and annotate to the right side of the letter. The teacher and students will discuss and analyze the letter together.

After analyzing the letter, students will be broken into groups of three and given a question to answer. Each group will be given a different question. Example questions are: Can you explain how beating, embarrassing, and killing the strongest male in the unit of slaves could have a psychological effect on those who witnessed it? Can you explain how beating, embarrassing, and giving the second strongest male a near death experience could psychologically affect the unit of slaves? What would be the rationale behind the slave master having sexual relations with the female slaves? Why was it important to turn the young black male against the old black male? What was the importance of turning the light skin slave against the dark skin slave? These questions will be circulated around the room and answered by each group. Students will share their answers with the class, creating an atmosphere for discussion. The students will have 25 minutes to complete this task.

For independent practice, students will partake in a close read of “What to the Slave Is the Fourth of July?” (see Appendix 3). Along with the reading selection will be questions based on textual evidence. All questions will be framed using Bloom’s Taxonomy and seek to create higher levels of thinking. From this activity, students will gain an understanding of why Fredrick Douglass chose to write this letter to the north opposing slavery. The exit ticket for this class will be a KWL chart on slavery. Students will fill this chart out before the end of class and turn it in. This will give the teacher some direction as to how proceed with the class moving forward.

Appendix 1: Implementing Teaching Standards

WH.H.2.8: Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.

AH1.H.1: Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the United States over time.

Appendix 2: Teaching strategies

Facing History and Ourselves, a non-profit organization based in Brookline, Massachusetts, provides a variety of strategies to nurture critical thinking among students and respectful debate in the classroom. These are highly recommended and are available at the link below:

<https://www.facinghistory.org/resource-library/teaching-strategies>

Appendix 3: Teaching Resources

Slavery in Ancient Egypt: https://www.youtube.com/watch?v=oRe_jouL6jA

This video gives students an overview of slavery situation in Ancient Egypt. It explains how the slaves had different skills which put them in different roles within the kingdom. The video rejects myths put forth by early historians that slaves were used to build the pyramids. The video introduces two systems, servitude and slavery, and explains how they were used in Egyptian society. It explores the concept of hereditary professions and how it was hard to determine slaves from regular citizens unless they were considered nobility. Information is provided about captured war slaves, slaves given for endowment, slaves given to the king being detached from their land, and concubines given for payment or trade.

Maps of Ancient Egypt: <https://www.ancient-egypt-online.com/ancient-egypt-maps.html>

By using this site, students and teachers can better understand the geographical landscape of Egypt. The maps make it easier for students and teachers to follow along when reading or watching material on where the slaves were taken from, and what area the slaves were working in within Egypt.

Frayer Model: https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout_copy_3.pdf

This teacher resource from the National Behavior Support Service provides steps for implementing the Frayer Model of defining words. It gives examples of the vocabulary models in use and blank copies that the teacher can use for classroom instruction. Lastly, the site lists “Marzano's Six Steps to Effective Vocabulary Instruction.”

History for Kids: <https://www.historyforkids.net/egyptian-slaves.html>

This is an easy read fact sheet about slavery in Ancient Egypt. It will allow students and teachers to gain insight on how slavery was sustained in Egypt. The document informs readers about the different occupations based on skills that the slave may have had throughout the kingdom. Lastly, this resource talks about the need for slaves to work the land around the Nile River that would become fertile after floods.

Egyptologist: The life of slaves in Egypt was not as hard as we think:

<http://scienceinpoland.pap.pl/en/news/news%2C29410%2Cegyptologist-life-slaves-egypt-was-not-hard-we-think.html>

This teacher resource is an article shedding light on slavery practices in Ancient Egypt. In this particular article, the author's research has brought him to the conclusion that many of the slaves' lives were not harder than some of the lives of average citizens in Egyptian society. The article emphasizes how the pyramids were built by highly skilled professionals and not slaves. It also explains how many slaves came to Egypt by means of war, and at no point did Egypt's economy survive by means of slavery. Lastly, the article explained how slaves were treated well and allowed to move throughout the country without ridicule, given freedoms that were not restrictive to one area.

Slaves and Slavery in Ancient Egypt by Jimmy Dunn:

<http://www.touregypt.net/featurestories/slaves.htm>

This article can be used as a resource to gain insight on how slavery operated and functioned in Ancient Egypt. However, as resources are used throughout the lesson, teachers and students should be realizing that there are discrepancies in how slavery was actually implemented throughout the kingdom. This article explains how property was distributed in the kingdom, and how slavery was handled throughout different dynasties within the kingdom. The author placed emphasis on how slaves were both black and white and many became slaves as a result of becoming prisoners of war. This article can be compared with other resources to engage students in a compare and contrast situation.

Migrants being sold as slaves in Libya: <https://www.youtube.com/watch?v=2S2qtGisT34>

This CNN YouTube video is a great resource for teachers and students showing them how the slavery market is still alive in modern day Libya. It is narrated by a CNN reporter giving detailed interviews of individuals who were enslaved in Libya in the 21st Century. The video was produced undercover in real time by a CNN reporter who had been working on it for months. Reporters were able to determine that slaves were being sold through private auctions at least twice a month.

The Libyan Slave Trade Has Shocked the World. Here's What You Should Know:

<https://time.com/5042560/libya-slave-trade/>

This article goes in depth, addressing the migrant problem in Libya. It explains how detention camps are overrun and murder, rape, and forced slavery are being committed upon migrants entering the country of Libya. The author explains how Libya has become a major city for the entrapment and selling of immigrant slaves through private auctions. The article also informs the reader about how CNN is urging European and African leaders to evacuate migrants stuck in detention camps inside of Libya. The resource also provides detailed figures of the number of immigrants being detained, the numbers who did not survive migration to Europe, and reports on human rights violations.

Venn diagram: <https://www.lucidchart.com/pages/tutorial/venn-diagram>

This resource is for teachers and students. Within this resource, you will learn how to use the Venn diagram. The resource gives you the history of the creator of the diagram and how it is intended to be implemented academically in the classroom.

Cameroon: Migrants tell of Libya's slave market hell:
<https://www.youtube.com/watch?v=6dXa8S6NsKw>

This video provides firsthand accounts of atrocities being committed against migrants in Libya. In this video, Cameroonian migrants shared their experience after being captured and enslaved for years. The interviewees speak of the torture and visible scars that they physically have on their bodies from the human trafficking ring. They explained how many groups of people become slaves to whole villages, and the deplorable living conditions that they were forced to endure while detained. The video also showed the camps in which the immigrants are held and the conditions there. This video will give the students a clear depiction of what it is like to be a slave immigrant in Libya.

The Emancipation Proclamation Explained: US History Review:
<https://www.youtube.com/watch?v=FBDgEST14O8>

This is a teacher/student resource that explains exactly what the Emancipation Proclamation was, how it came about, and the effect that it had on the United States. This resource also gives details as to President Lincoln's tone toward slavery and how his decision to end slavery in a particular area was simply a political move to weaken the Confederacy. Through this video, you can also make inferences as to the country's attitude toward slavery. This video could benefit the students by helping them analyze critical facts about the decision to make the Emancipation Proclamation, and how it eventually freed the slaves by default not intent.

Types of Thinking Maps: <https://thinkingmaps.weebly.com/types-of-maps.html>

Thinking Maps is a great resource for students and teachers. Teachers can use thinking maps to spark thinking, assist with writing, and gather important details. Uses for the maps include: Circle Map for defining, Tree Map for classifying, Bubble Map for describing, Double Bubble for comparing, Flow Map for sequencing, Multi-Flow Map for cause and effect, Brace Map for whole to parts, and Bridge Map for analogies. With frequent use of these maps in my classroom, I have found that my students are able to gather their thoughts more effectively and write more efficiently. Their sequencing is better when writing and their able to pick up on vocabulary that they need more assistance with from sharing with other students within the classroom. This resource site shows you how to implement the maps in your curriculum and include the maps in your planning, literary links, content connections, and assessment inclusion.

“What to the Slave Is the Fourth of July?” <http://americainclass.org/wp-content/uploads/2011/04/Douglass-StudentVersion.pdf>

This is a teacher resource that can be used to assist as activities for your lesson plan. In this resource, you analyze Frederick Douglass’s speech. The speech is broken down into different aspects for close reading and students are asked to answer questions providing textual evidence to support their answers. The resource covers point of view of the author. It also explores how to argue and counter argue when analyzing a topic and the use of syllogistic reasoning. The lesson asks students to find the speech’s emotional appeal and identify argument by analogy. Lastly, it provides students and teachers with an extensive vocabulary list that can be used as a word wall.

KWL Chart: <https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

KWL Charts are graphic organizers that can be used as important informal assessment tools. The charts can be used to activate prior knowledge, share unit objectives, monitor students’ academic learning, and introduce students to new topics. This resource can be used cross curricular in many different subjects, helping to give students familiarity with particular methods.

Willie Lynch letter: The Making of a Slave:

http://www.finalcall.com/artman/publish/Perspectives_1/Willie_Lynch_letter_The_Making_of_a_Slave.shtml

This is a valuable resource for teachers and students. This letter highlights a speech given by Willie Lynch on the shores of the James River in Virginia, giving advice to slave owners about how to control a slave for 300 years or the rest of his life. Mr. Lynch talked about the process of breaking a slave physically and mentally, making them bound and dependent on his slave owner. Also in the letter, Mr. Lynch placed emphasis on turning light skinned slaves against dark skinned slaves and turning young males against older males. There were many nuances that Mr. Lynch covered in the letter that ironically are still in place today to separate and divide those who are the descendants of former slaves. These nuances are now wrapped into governmental programs and systematically put into place throughout the African American community.

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