

WHO ARE WE?

LEVEL:

Lower Elementary School, First through Third Grades

TIMEFRAME:

Approximately 60 minutes

OBJECTIVES:

Students will use a primary source document to match enslaved individuals to artistic renderings of other enslaved individuals who would have done similar jobs using the same tools.

Students will then write an introduction about an enslaved individual of their choice.

STANDARDS:

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| . Colonial America | . Primary Source Analysis |
| . Reading and Writing Literacy in History/Social Studies | . Developing Research Skills |
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PROCEDURE:

1. Read one or more of the books on the *Suggested Reading List* (included in PDF) or a book on enslaved individuals of your own choosing.
1. Introduce, define, and discuss the vocabulary words and job lists on the *Vocabulary Words and Job Lists* (included in PDF).
2. Make an anchor chart, as a class, listing the job title, name of the tool needed and a picture of tool.
3. Hand out the first two pages of *French's Slave Census 1799* (included in PDF) and ask students to review.
4. Ask the students these questions about the document:
 - a. Can you read any of the words on this document? Why or why not?
 - b. Was this document handwritten or printed? Why do you think that?
 - c. What do you think this document is made of?
 - d. Do you think this document looks the same or different than it did when it was first made?
5. Hand out the first two pages of *French's Slave Census 1799- Transcribed* (included in PDF) to the students. Read it together or let the students read it individually

6. Ask the students these questions about the transcribed document:
 - a. What is the title of this document?
 - b. What is this document suppose to tell us?
 - c. What do you notice about this document?
7. Distribute the silhouettes of the enslaved people (included in PDF), the images of the tools for the jobs they performed from the *Handout -Images*, the *Worksheet- Primary Source Analysis* (all included in PDF), a blank sheet of paper, and a journal/handwriting page to each student. (Remove the cards with the names Milly, Nancy, and Hannah for later use.)
8. Have each student or group pick a name card. It is fine for more than one student to have to have the same name. Direct the students to use the census to research their individual and answer the questions on the worksheet.
9. At the top of the blank sheet of paper have each student write the name of his/her enslaved individual. Using the information from the census, the students will examine the silhouettes. These silhouettes represent actual enslaved people who were owned by George and Martha Washington but do not appear on the French's Slave Census. These drawings were created by using George Washington's extensive records to piece together what is known of their lives. Let the students know that they worked similar jobs using similar tools as some of the people in the census.
10. Ask students to select the silhouette of an enslaved individual whose work would have been similar to the enslaved person on their card. They will then select the proper tool that both individuals would have used as well.
11. On the journal/handwriting page have the students write a narrative about the enslaved individual.
12. After completing the journal entry, pass out the third page of *French's Slave Census 1799 and French's Slave Census 1799- Transcribed* worksheets. Ask the students what they notice about this page. They should notice that the enslaved persons on the page are all children. Bring out the name cards of Milly, Nancy, and Hannah and note that they are children that is why they have no specific job listed.
13. For a classroom discussion, ask the students the following questions:
 - a. Who are the oldest children? How old are they?
 - b. Who are the youngest children? How old are they?
 - c. What do you think the enslaved children who didn't have work assigned to them were doing on the farm?

14. Ask the students to examine the enslaved workforce and discuss how the labor was divided between men and women.
15. As a class, use the French's Census to complete *Worksheet- Primary Source Venn Diagram* sorting the jobs done by male or female individuals. (included in PDF).
16. Finally, lead the students in a discussion about the similarities and differences in the silhouettes that were most similar to the enslaved individuals from the French's Census and those that were least similar. After the virtual tour of the Lives Bound Together exhibit and the above activity, the students should notice that the dress and perhaps tools of the silhouettes differ.

EXTENSION ACTIVITY:

1. Look at the last page of the census and discuss what the enslaved children might have done on the farm. Have the children find the age and name of the oldest child and the youngest child.
2. Distribute *Handout-Biographies of the Enslaved* to the students to learn more about the enslaved population depicted in the silhouettes.