

David Drake Social Studies (SC History) Unit (approx. 1 week)

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.3: Summarize the history of English settlement in New England, the mid-Atlantic region, and the South, with an emphasis on South Carolina as an example of a distinctly southern colony.

8-1.4: Explain the significance of enslaved and free Africans in the developing culture and economy of the South and South Carolina, including the growth of the slave trade and resulting population imbalance between African and European settlers; African contributions to agricultural development; and resistance to slavery, including the Stono Rebellion and subsequent laws to control slaves.

Standard 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.

Social Studies Literacy Skills for the Twenty-First Century:

- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Explain why trade occurs and how historical patterns of trade have contributed to global interdependence.

Drake Lesson Plan Procedure

Day 1: Video

1. Watch *Slavery and the Making of America: Liberty in the Air*
<http://topdocumentaryfilms.com/slavery-making-of-america/>
2. Instruct class to write down 10 things that they did not already know about slavery, focusing primarily on various slave/ slave owner perspectives. Also, clearly define perspective.)
3. Assign literature circle books (*Chains (Seeds of America)*, --*If You Lived When There was Slavery in America*, *To Be a Slave*, and *Fredrick Douglass: The Last Day of Slavery*) to students. (in class-reading and homework reading)

When class is finished with their books: (two to three days): Book Discussions

1. Break class into groups of four, making sure each book is represented in each group.
2. Have each group define chart what perspective or perspectives each book depicted.
1. As a class, discuss what each book depicted. Then, evaluate the different perspective of slaves and slave owners.
2. Introduce vocabulary such as values, commodity, division of labor, artisan, etc.
3. Ask the class the first essential question: why was slavery accepted by some people during this time period (antebellum)?

Next day: David Drake (Day 4 or 5)

1. Introduce David Drake as a poet, a potter, and a slave.
(Read children's book: "Dave the Potter: Artist, Poet, Slave" aloud to class)
2. Define: division of labor
3. Lead class in discussion of where David Drake fits into the slave "system."
4. Instruct class to write an argument about what they thought David Drake's role in the slave system and why. (Take up for grade)
5. Using given roles, audiences, formats, and topics assign R.A.F.T activity to evaluate whether or not students understand the different perspectives of various slaves and the slave owner. (Take up for grade.)

ROLE:

Slave owner

Slave

AUDIENCE:

Wife

A child

Another slave owner

A Yankee soldier

A Northern politician

An Underground Railroad sympathizer

FORMAT:

Obituary

Want Ad

Diary or Journal Entry

Invitation

Recipe

Last Will and Testament

Confession

Eulogy

Complaint

A How-To Manual

Speech

Top Ten List

Advice Column

Ransom note

TOPIC:

Why slavery is wrong

Why slavery is right

STRONG VERB:

Persuade

Demand

Plead

Inspire

Predict

Compare

Defend