

Slavery in Maryland: High School Implementation Guide

Standards

- 11.2.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development.
- 12 DC 7.6 Describe emancipation by compensation of slaves owned by residents of DC and the emancipation of slaves in the Confederacy.
- 12DC 8.1 Describe the Freedmen's Bureau.

Goals

- Identify key personalities and locations related to slavery in Prince George's County, Maryland.
- Categorize the social, political, and economic aspects of slavery.
- Interpret primary sources.
- Evaluate the institution of slavery in Prince George's County, Maryland.

Overview

This is a two-day lesson that explores the major issues surrounding slavery, using Maryland as an example. The first day focuses on slavery in the state in general, and Prince George's County in particular. Students gather and categorize information on the political, social, and economic aspects of slavery. The second day takes a closer look at slavery by examining a passage from Adam Francis Plummer's diary. The students are able to see how the issues addressed in the first lesson played out in the life of an individual slave.

Planning Suggestions

Day 1:

- Make a two-sided copy of the guided reading.
- Provide students with a copy of the glossary.

Day 2:

- Make a two-sided copy of the guided reading.
- Students may want to rewrite their Splash Sheet activity. To conserve resources consider copying the activity on both sides of the sheet.



DAY 1

Introduction

Distribute *Slavery in Maryland: Guided Reading* and invite a student to read the quote at the top of the page.

“We look upon this effort to abolish slavery as an outrage upon our rights, such as never before has been perpetrated upon any people” Samuel H. Berry, 1864

Ask students if there were any words unfamiliar to them and respond accordingly, then direct students to complete the warm-up questions.

Note: Samuel H. Berry represented Prince George’s County at the Maryland State Constitutional Convention of 1864.

Guided Instruction & Individual Practice

Step 1: Explain to students that today they are going to learn about slavery in Maryland and that their responses can be applied to slavery in the state. Solicit student responses to the warm-up and place them on the organizer in the appropriate category, for example:

Response: “Slaves didn’t get married.”

Reply: “Is that a political, social, or economic aspect of slavery...Place that on your chart under social.”

Repeat this process three times, one for each category. Simply ask student for an example for each of the remaining categories

Step 2: Have students categorize any responses they have on their warm-up that were not addressed up to this point.

Step 3: Distribute copies of *Slavery in Maryland* and the glossary. Ask a student to read the first paragraph. Before reading inform students that during the reading they are to underline at least two aspects of slavery discussed in the reading. They are to appropriately label each item P, S, or E.

Step 4: Confirm students’ responses as you did in Step 1.

Step 5: Have students pair-up. Outline their task,

1. Read one paragraph at a time.
2. Use the glossary as needed.



3. Both students read silently.
4. While reading they underline and label as before.
5. After reading they compare their responses to the reading.
6. Together they determine the category for the items they identified; some aspects of slavery might fit in more than one category.

Step 6: After five minutes – this should be enough time for them to get through the next paragraph – confirm that students are on the right track by asking what aspects of slavery they identified and where they placed them on the chart. Keep in mind that the categorization is somewhat flexible and acknowledge that to the class. Otherwise, some students might feel they “got the wrong answer” and lose interest.

Step 7: Direct students to complete the reading following the procedure outlined in Step 5.

Closure: Students reexamine their responses to the warm-up and evaluate the extent to which these responses were supported by the reading. This is an individual assignment.



DAY 2

Introduction

1. Distribute *Adam Francis Plummer: Guided Reading*. Direct students to examine the visuals at and then answer questions one through three.
2. Review a few responses. Someone should suggest that these are pages from a diary or journal.
 - Why do people keep diaries?
 - When was this diary written?
3. Explain that a diary is an example of first person voice and, as such, it is a primary source. Elaborate on both these concepts.
4. Direct students to answer question four.
5. Discuss their responses. Someone might recall Goodwood and Three Sisters from the previous case. If so
 - What was his status?
 - Describe slave marriages. or Could slaves be married?
 - From where might he have gotten money to buy a marriage license and gifts for his mother?
 - Could slaves even send gifts to their mothers?

Guided Instruction & Individual Practice

Step 1: Explain to students that today they will be learning about Adam Francis Plummer who lived in Prince George's County.

Step 2: Distribute copies of the reading *Adam Francis Plummer*.

Step 3: Inform students that they are to analyze this reading in the same manner as they did with the previous day's reading. Remind students that for each paragraph they are to underline at least two aspects of slavery discussed in the reading. They are to appropriately label each item **Political**, **Social**, or **Economic**. Ask a student to read the first two paragraphs. At the end of the reading give the students a little time to complete their notations

Step 4: Ask students to provide examples for each of the categories. Confirm these responses as in the previous lesson.

Step 5: Have students pair-up and explain their task,



1. Read one paragraph at a time.
2. Use the glossary as needed.
3. Both students read silently.
4. While reading they underline and label as before.
5. After reading they compare their responses to the reading.
6. Together they determine the category for the items they identified because some aspects of slavery might fit in more than one category.

Step 6: After five minutes – this should be enough time for them to get through the next paragraph – confirm that students are on the right track by asking for examples of some aspects they identified and where they placed them on the chart. Keep in mind that the categorization is somewhat flexible and acknowledge that to the class. Otherwise, some students might feel they “got the wrong answer” and lose interest.

Step 7: Direct students to complete the reading following the procedure outlined in Step 5.

Closure: Students use the splash sheet to reevaluate their understanding of slavery based on the two readings and the primary sources. This is an individual assignment.

