

Slavery in Maryland: Middle School Implementation Guide

Standards

- Overview 8th graders trace the issues of oppression and independence from colonization through the aftermath of the Civil War.
- 8.8.4 Trace the development of slavery; its effect on black Americans; and on the region's political, social, religious, economic, and cultural development.
- 8.10.6 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.
- 8.12.2 List and describe the original aims of Reconstruction and its effects on political and social structures of different regions.

Goals

- Identify key personalities and locations related to slavery in Prince George's County, Maryland.
- Distinguish between the causes and effects 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 causes and effects of slavery.

The second day takes a closer look at slavery by examining a passage from Adam Francis Plummer's diary. The students 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.



DAY 1

Introduction

Distribute *Slavery in Maryland: Guided Reading* and direct students to answer the warm-up questions.

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 this a cause of slavery or an effect that slavery had on people...Place that on your chart under ‘What were the effects of slavery.’”

Call on students to provide a few more examples from their warm-ups giving them the opportunity to practice.

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 with a C or an E.

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

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



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. Inform them that the last section of the reading addresses emancipation.

Closure: Have students choose the most important cause of slavery and the most important effect of emancipation. They must support their choices. This is an individual assignment.



DAY 2

Introduction

1. Distribute *Adam Francis Plummer: Guided Reading*. Direct students to examine the visual and then answer the questions.
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. Discuss questions two and three?

Guided Instruction & Individual Practice

Step 1: Explain to students that today they will be learning about Adam Francis Plummer, the diarist, 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 during the reading they are to underline at least two aspects of slavery discussed in the reading. They are to appropriately label each item as a Cause or an Effect.

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 will read silently.
4. While reading they will underline and label as before.
5. After reading they will compare their responses to the reading.
6. Together they will 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: Have students complete the Venn Diagram. Before they respond to the writing prompt, stress the importance of elaboration. Encourage them to use the back of the sheet if they need extra writing space. This is an individual assignment.

