

## **Slave Narratives**

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**5<sup>th</sup> Grade Social Studies**

### **Overview of the Lesson (brief summary)**

**During the depths of the Great Depression, writers were hired to interview former slaves about their memories. These interviews include information about family life, living and working conditions, and life during and after the Civil War. Excerpts from several of these narratives have been separated into sets of 4-7 slides and placed in a PowerPoint presentation. At the end of each set of slides is a set of questions based on the narrative. (Note: You will find the answer key for each set of questions on the slide which follows the questions for the set.)**

### **TEKS/TAKS**

**5.4D – Causes and effects of the Civil War**

**5.25A – Differentiate between primary and secondary sources**

**5.25D – Identify different points of view about an issue or a topic**

### **Objectives: The learner will**

- **Read and answers questions about a slave narrative**
- **Compare information in the narrative(s) read to previous conceptions of slaves' lives**
- **Students will work in groups to read and understand information recorded in interviews conducted with former slaves nearly 70 years ago**

**Time Required 1-2 45-minute class periods**

**Materials Needed: Slave Narratives PowerPoint**

**Computer/projector**

**Slave Narrative Card sets (these can be created by printing the PowerPoint presentation as handouts - 2 per page)**

### **Procedure**

- **Introduction – Ask the students what they know about slavery. Have them do a 1-2 minute quickwrite listing the facts they know about slavery and what a slave’s life would be like.**
- **Introduce the Slave Narratives PowerPoint. Call on students to read excerpts aloud. Discuss the memories shared in the interview and answer questions at the end of the passage. Allow students to ask questions that come up during the reading.**
- **Divide the students into small groups and give them a set of cards. This can be done in several ways: you could have all groups work on the same card and share their answers in a whole-class session or you could have two groups work independently on the same set of cards and then meet to compare answers. If you do this, have the students write a brief summary to share their information with the rest of the class.**
- **Assessment:**  
**Informal – Have the students read over the quickwrite they did at the beginning of the class. They need to write about any ideas about slavery that have changed and also add any other interesting information they learned. In addition, they can write questions they still have about slavery.**

## Formal -

Use the excerpt from an interview with a slave and your knowledge of Social Studies to answer the following question.

"If you was out after seven o'clock the patrollers git you. They would beat and take you home. Some masters say to them, 'You done right,' and some say, 'You bring my hands home; I'll whoop them myself.'

"The patrollers caught one of Gaddises women and whooped her awful for coming to town on Sunday. I never did know why she went to town that way.

Why would the patrollers looking for slaves after 7 o'clock?

- A. They tried to keep them from stealing from the plantation owners.
- B. They liked to beat slaves.
- C. They were trying to prevent slaves from escaping from their owners.
- D. They wanted to make sure they weren't avoiding work.

Answer: C

Document Source <http://memory.loc.gov/ammem/snhtml/snhome.html>