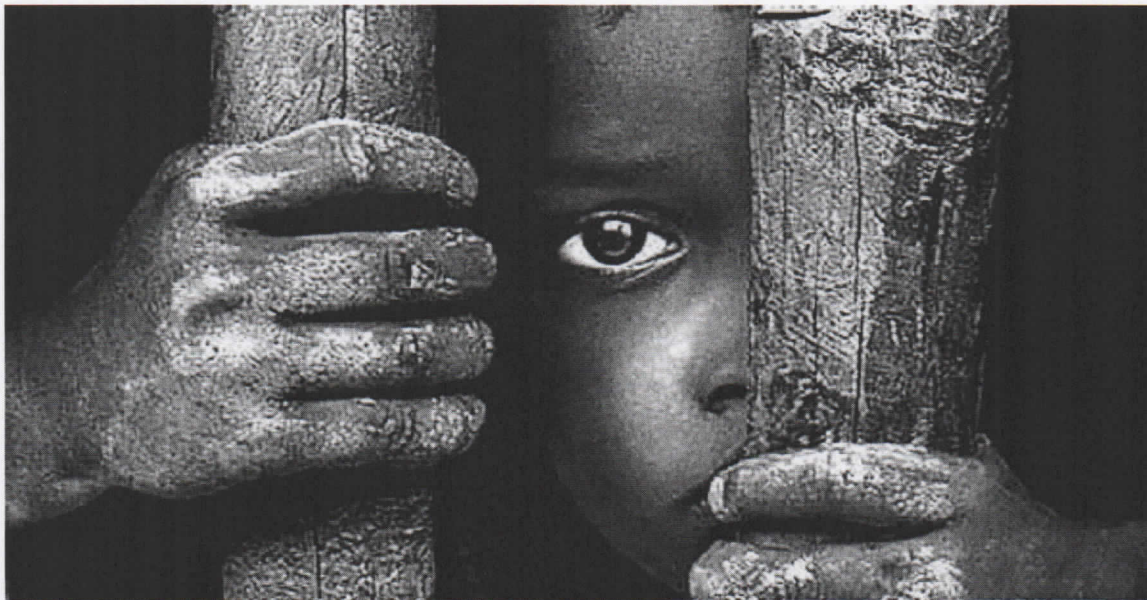


SLAVERY



NAME: _____

TEACHER: _____

CLASS PERIOD: _____

GROUP: _____

STATION #2 APP

For this station you will use the iPads to explore an app called **Slavery at Monticello**.

App--Slavery at Monticello

Sites-Stable-Stories--Related people--Jupiter Evans-scroll down to see and read timeline—

1. How did Jefferson acquire his slaves?

2. Listen to the story *Confrontation*.

- What did Jupiter do?
- Why did Jefferson react the way he did?

3. Listen to *A Lifetime Together*

- List at least 3 different jobs that Jupiter did.



4. Continue to explore **PEOPLE**

Find Priscilla Hemmings. Read her timeline. Click on *Visit a Slave Dwelling*. Look at the cabin. Listen to *A Sacred Space* and *"A real gathering point"*

- Describe what occurred in their cabin.

5. Explore the app. Look at more sites and/or listen to more stories.

I looked at

I learned that

STATION #3 BOOKS

For this station you will read at least 2 picture books and fill out "The Slavery and Underground Railroad Chart"

Book #1 fill out the first column before reading and then the other three after you have read the book.

What I "think" I know	Questions I still have	Facts I have learned	Connections I made

Book #2 fill out the first column before reading and then the other three after you have read the book.

What I "think" I know	Questions I still have	Facts I have learned	Connections I made

STATION #4 SOURCES

For this station you will read a primary source document and fill out the questions.

Source Hypothesis Sheet

Source Title: _____

Author: _____

Main idea: _____

This source is by someone who lived _____
because _____

Corroboration

Compare your document with the document of another student. (you will need to pick someone that read a source that had the opposite views as the author of your document)
What words do you see consistently among the people that support slavery? What words / phrases do you see consistently among people who oppose slavery?

Pro- Slavery Language	Anti- Slavery Language

Hypothesis

Now read the biography of the author. After reading the Biography of the Author, our hypothesis was:

- Confirmed
- Refuted

The author lived in _____
and felt that slavery was _____.

VIDEO-HOMEWORK

The last thing you will do is watch the Youtube clip from Crash Course on Slavery and answer the questions. The clip can be found on your teacher's website or you can find it on youtube with the link below.

Slavery Crash Course 14:24 minutes

<https://www.youtube.com/watch?v=Ajn9g5Gsv98>

1. Slavery lasted from _____ to _____. A total of _____ years.
2. How much of the world's cotton came from the American South?
3. How was the North involved in slavery and the cotton trade?
 - a.
 - b.
 - c.
4. The South was at a disadvantage in the Civil War because of the lack of _____ and _____.
5. By 1860 there were _____ slaves in the U.S. Slaves made up _____ of the total population in the South.
6. In 1837 on the Senate floor John C. Calhoun said that slavery "instead of an evil is a _____ -- a positive _____."
7. Slaves labored from _____ to _____.
8. In order for slavery to function slaves had to be _____. This means that :
9. A form of resistance by slaves was _____ and forming _____. In Virginia _____ of marriages were broken up by sale.
10. The mystery document was written by _____ who escaped slavery by running away to _____.
11. We think that about _____ slaves a year made the journey northwards to try and escape.
12. Harriet Tubman made about _____ trips back to _____ to help friends and family escape.
13. "Refusing to become the chattel that their masters believed them to be is what made slavery _____ and the Civil War _____.