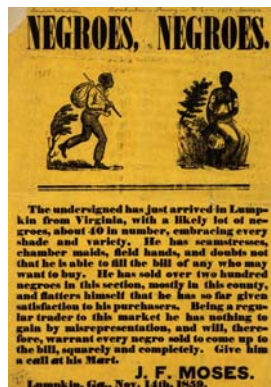


Summer 2008 Teaching with Primary Sources Newsletter
Learning Activity – Elementary Level

TAKING A CLOSER LOOK AT SLAVERY:
HISTORICAL PRINT ADVERTISEMENT ANALYSIS



Negroes, Negroes. Print advertisement, 1859.
Emergence of Advertising in America, 1850-1920 Collection – Database #B0430
John W. Hartman Center for Sales, Advertising & Marketing History
Duke University Rare Book, Manuscript, and Special Collections Library
<http://scriptorium.lib.duke.edu/ea/>
Library of Congress Bibliographic record:
[http://memory.loc.gov/cgi-bin/query/r?ammem/ea:@field\(DOCID+@lit\(eaa000406\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ea:@field(DOCID+@lit(eaa000406)))

OVERVIEW

Overview

This activity should be used as part of a larger unit on the institution of slavery. Students take a close analytical look at an historical print advertisement for a slave market, and discover what it can tell them about slavery during this era. Students will perform a basic primary source analysis, interpret the story told by the advertisement's text and illustrations and write a reflective essay, poem or story on this topic.

Objectives

After completing the activity, students will be able to:

- Perform a basic primary source analysis of an historic document
- Interpret informational text using reading strategies
- Apply reading and writing skills in the content area

Time Required

One to two class periods

Grade Level

5-6

Topic/s

African American History

Era/s

National Expansion and Reform, 1815-1860
Civil War and Reconstruction, 1861-1877

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OVERVIEW (CONT'D)

Standards

McREL 4th Edition Standards & Benchmarks

<http://www.mcrel.org/compendium/browse.asp>

United States History

Standard 13. Understands the causes of the Civil War

Historical Understanding

Standard 2. Understand the historical perspective.

Language Arts

Standard 1. Uses the general skills and strategies of the writing process

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Standard 8. Uses listening and speaking strategies for different purposes

Credits

Activity adapted from “Lincoln and Slavery: Taking a Closer Look at Slave Advertisements,” a lesson plan created by Cheryl Best, Bunker Hill Community Unit School District, Illinois.

PREPARATION

Materials

Have these materials ready before the activity:

Negroes, Negroes. Historical print advertisement, 1859.

<http://scriptorium.lib.duke.edu/ea/broadsides/B04/B0430/B0430-72dpi.html>

- Print one black-and-white copy for each student, **and cut copies into three pieces: title, illustrations and text**
- Prepare to provide Web access to the document or print a few color copies for sharing

Analysis Tool: Thinking About Primary Sources

http://memory.loc.gov/learn/features/doc_analysis/graphic_organizer.pdf

- Print one copy for each student
- Prepare to display the tool in a larger format for modeling purposes

Reflection Form (see attached)

- Print one copy for each student

Tape (for taping together advertisement pieces)

Resources

Pre-Civil War African-American Slavery

<http://memory.loc.gov/learn/features/timeline/expref/slavery/slavery.html>

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PROCEDURE

Activity (one to two class periods)

1. Working with the entire class, discuss students’ understanding of an advertisement. Ask the following questions to frame the discussion:
 - What is an advertisement? (e.g., a paid announcement of goods or services for sale)
 - What are examples of advertisements you have seen or heard?
 - What can advertisements tell us about life in the United States today? About our attitudes and values?

2. Explain that in this activity, students will look closely at an historical print advertisement to learn more about a specific aspect of American life in the 1800s—the institution of slavery.

3. Working with the entire class, model the analysis process for students using the **title piece** of the Negroes, Negroes. advertisement.
 - a. Hand out copies of the title piece.
 - b. Display the analysis tool, **Thinking About Primary Sources**.
 - c. **Observe:** Have students carefully look at the piece. What do they see? Use descriptive words so that someone who has not seen this might visualize it. What words can students read? What other details can be seen? Model writing answers, for example:

What do you observe?	What do you think you know?	What do you want to find out?
Big words in black type: Negroes, Negroes. Small words in cursive writing: Collection, Broad­sides, Slavery in U.S., 1859, Georgia Torn top-left corner	It is an old advertisement, maybe from 1859. It is about slavery in the United States, maybe in Georgia.	What does “Negroes” mean? What does “Broad­sides” mean? Who wrote on this advertisement? Are there missing pieces?

- d. **Think:** Draw upon students’ prior knowledge. Have they seen or heard of any of these words? Are these words used now or in the past? Speculate on what they think this might be about. What evidence do they see that makes them think that?
 - e. **Ask:** What do students want to find out? What do they wonder about?

4. Hand out the **illustrations piece** of the Negroes, Negroes. advertisement and the analysis tool, **Thinking About Primary Sources**.

5. Have students work in pairs to examine the illustrations piece and complete the “Observe-Think-Ask” process, taking notes on the analysis tool.

6. Working with the entire class, review students’ responses for each section of the analysis tool. Ask them to think about the following questions:
 - How do you think these two pieces (title and illustrations) fit together, both physically and to tell a story?
 - What information do we still need to understand what this advertisement is about?

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PROCEDURE (CONT'D)

7. Hand out the **text piece** of the Negroes, Negroes. advertisement. Still working with the entire class, ask students to underline any unfamiliar words as the text is read aloud. Speculate on what they think these words mean, using the rest of the text plus information from the title and illustrations to provide context clues.
8. Provide tape and ask students to put together all three pieces (title, illustrations, text) in the way they think best tells the advertisement's story. When everyone has finished, display the original **Negroes, Negroes. advertisement** (digitized image or color copies) for comparison.
9. Discuss students' understanding of the advertisement. Guide students back to their initial discussion: looking closely at advertisements can help us to understand people's lives in a particular time and place. Possible questions include the following:
 - What does this advertisement tell us about the institution of slavery in the United States during the 1800s? Whose perspective does it show? Whose is missing?
10. Pass out copies of the **Reflection Form**. Ask students to imagine, "What might you feel, hear, see, and smell if you were at a slave market?" and write a phrase or words in each space on the form.
11. After each student completes the Reflection Form, ask students to share their responses with the entire class.
12. Ask students to use their completed Reflection Form to write a reflective essay about the institution of slavery or a poem or story about a slave market from the perspective of someone experiencing it firsthand (e.g., slave, seller, observer).

EVALUATION

- Teacher observation of collaborative work.
- Evaluation of the completed analysis tool, **Thinking with Primary Sources**.
- Evaluation of the completed **Reflection Form**.
- Evaluation of the writing assignment (reflective essay, poem or story).

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Feel

Hear

What might you
feel, hear, see, and
smell if you were at
a slave market?

See

Smell