

# JUSTIFYING SLAVERY

Lesson Plan by Carla Tindell, Ola High School, Ola, Arkansas  
2007-08 School Year

Utilizing 2006 Social Studies Frameworks  
Including 2007 Arkansas History Amendments  
And 2007 School Library Media Frameworks

**Based on Chapter One, "Voices of Slavery"**  
**From *Race Relations in the Natural State* by Grif Stockley**  
**2007 Butler Center Publication**

**ADE Textbook Adoption**

**For Order Information:**

<http://www.butlercenter.org/publication/books.html>

Students will participate in a teacher-led class discussion in order to examine and evaluate the arguments used by Arkansas slaveholders to justify their ownership of individuals. Students will organize information.

**Grade Level:** 5<sup>th</sup> – 8<sup>th</sup>  
Lesson can be adapted for 9<sup>th</sup>-12<sup>th</sup> grade levels.

**Objectives:**

1. Students will prepare for a class discussion using a worksheet and information from the textbook, *Race Relations in the Natural State*.
2. Students will write a persuasive essay that compares and contrasts the **stated** reasons for owning slaves with **research** regarding the personal experiences of owning slaves. The essay should persuade the reader to enumerate the real reasons for owning slaves.
3. Students will read content area textual information and organize it for use in the essay or other assignments.

## Arkansas Curriculum Frameworks:

This lesson exceeds the 2006 Arkansas History Student Learning Expectations although the teacher may wish to include information on slavery when discussing Missouri Compromise (TPS.4.AH.7-8.1) or process of Achieving Statehood, especially the Michigan/Arkansas issue (TPS.4.AH.7-8.7).

## Social Studies Student Learning Expectations:

### History

**H.6.5.12** - Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)

### American History

**EUS.3.AH.3** - Analyze the causes and effects of the Civil War:

~political

~social

~economic

~geographic

## School Library Media Student Learning Expectations:

**A.3.5.1, A.3.6.1, A.3.7.1, A.3.8.1** - Practice *organizational strategies* to record and synthesize information

**C.7.5.2, C.7.6.2, C.7.8.2, C.7.9.2** - Read from a variety of *content area texts* (e.g., texts related to biology, science, or social studies)

## English Language Arts Student Learning Expectations for Writing:

- W.4.8.1** Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data
- W.4.8.3** Select a focus and an organizational structure based on purpose, audience, length, and required format for expository, narrative, descriptive, and persuasive writing

### Related Encyclopedia of Arkansas Entries:

[Henry Massie Rector](#), [Charlotte Stephens](#), [Peter Caulder](#), [Arkansas Free Negro Expulsion Act of 1859](#), [Slavery](#) The entry on slavery was written by Carl Moneyhon. Search for other entries by Moneyhon and Grif Stockley, author of *Race Relations in the Natural State*.

### Introduction:

The teacher will select the appropriate student learning expectations for his or her class, obtain a copy of *Race Relations in the Natural State* or other resources, review the key terms, and make copies of worksheet, as desired. Collaboration with the school library media specialist in the utilization of the technology resource for teaching Arkansas History is suggested. See above links or visit the online *Encyclopedia of Arkansas History and Culture* at <http://www.encyclopediaofarkansas.net>.

### Key Terms:

<b>Organizational Strategies</b>	<b>Content Area Text</b>	<b>Slavery</b>
<b>Miscegenation</b>	<b>Justification</b>	<b>Mulatto</b>

### Key Terms Defined:

**Organizational Strategies** – Methods for organizing information, such as graphic organizers, notecards, notetaking, summarizing, paraphrasing, etc.

**Content Area Text** – Nonfiction selections taken from across the curriculum

**Slavery** - A state of ownership of an individual who is wholly the subject of a master

**Miscegenation** - The mixing or a mixture of races

**Justification** - A reason, fact, circumstance, or explanation that justifies or defends

**Mulatto** - A person of mixed White and Black ancestry

### Materials Needed:

*Race Relations in the Natural State* by Grif Stockley  
Worksheet (attached)  
Internet Access  
Notebooks and Writing Tools

**Suggested Timeline:** two or three fifty minute class periods

**Background:** Using the search function and using the term, **slavery**, for the online *Encyclopedia of Arkansas History and Culture*, one can review the origins of slavery in Arkansas, including the economic factors and legal protection issues. Excerpts from a slave's life and culture are also available in this text entry. Review of Chapter One in the ADE approved textbook, *Race Relations in the Natural State* by Grif Stockley, will provide a basis for further discussion of the history of slavery in Arkansas.

### Procedure:

Introduce the learning by asking the students to define the key terms in their own words. In a teacher led discussion, refine the definitions for the key terms to make sure there is student acquisition of the terms. Introduce the terms for discussion as listed below as a way to begin the organizational techniques needed to complete an essay

Review Chapter One, *Race Relations in the Natural State*. If there is not a copy for each student, the teacher will have to summarize the chapter for the students, pointing out the key points. **At the end of the lesson is a timeline created by the author to provide the key points in the chapter.** Teacher led discussion may be used as part of the review. Review the text article on certain key individuals from the online *Encyclopedia of Arkansas History and Culture*. See above list. Of particular interest may be the text article, [Arkansas Free Negro Act of 1859](#). Copies may be distributed to the class and small group techniques could be incorporated into the lesson by having various small groups review and report on different sections of the article for the class.

Copy and distribute the worksheet/organizer for the students to begin preparing to write the essay. If a scoring rubric for writing is used by the district, be sure that students understand that their essay will be graded using the rubric.

Allow time for research, writing a rough draft, editing, and writing the final draft. Another resource could be the Arkansas Slave Narratives. Use the following link for more information.

[http://www.accessgenealogy.com/african/arkansas/arkansas\\_slave\\_narratives.htm](http://www.accessgenealogy.com/african/arkansas/arkansas_slave_narratives.htm)

#### **Discussion Questions:**

1. How do the personal experiences of slaveholders in Arkansas conflict with the argument of racial superiority?
2. . . . of Biblical justifications ?
3. . . . that Blacks were children in adult bodies?

#### **Evaluation/Assessment:**

Participation in the teacher-led discussion(s) is subjective but the teacher may wish to complete a class participation rubric if one is used in the school district. Key terms could be used as part of an assessment for the class.

Participation in the small group work (if assigned) is also subjective but the teacher may wish to use a group participation rubric if one is used in the school district.

Utilization of an online resource requires certain skills which may be monitored and evaluated by the teacher.

The completed essay will be graded using the teacher selected rubric.

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Contact the Butler Center for Arkansas Studies, Central Arkansas Library System,  
100 Rock Street, Little Rock, AR 72201  
501-918-3056

[www.butlercenter.org](http://www.butlercenter.org) and [www.cals.lib.ar.us](http://www.cals.lib.ar.us)





**Notes for Teachers:** The following timeline can be used by teachers who are using the history student learning expectations from the social studies frameworks, Standard 6, **H.6.5.2, H.6.6.2, H.6.7.2, and H.6.8.2.** The timeline covers the territorial period of Arkansas History (Standard 4) in both the 7-8<sup>th</sup> and 9<sup>th</sup>-12<sup>th</sup> frameworks.

The subject terms, **Free Blacks** and **Slavery**, can be searched in the AV/AR Collection for recorded clips of oral histories related to the search terms. One may also browse the index of interviewees and speakers. Follow the link to the [AV/AR Collection](http://www.butlercenter.org) found as part of the [Digital Collection](http://www.butlercenter.org) at the Butler Center (<http://www.butlercenter.org>) webpage. The development of the collection has been made possible through major funding provided by the Winthrop Rockefeller Foundation.

*RACE RELATIONS IN THE NATURAL STATE*  
Chapter One Timeline Prepared by Grif Stockley, Author

**Chapter One: “Voices of Slavery”**

**1803**—Louisiana Purchase opened millions of acres for purchase by white Arkansans.

**1819**--Arkansas became a Territory in which slavery is legal.

**1820**—Census listed 1,617 slaves out of population of 14,273.

**1831**—A list of Nat Turner’s 59 victims appeared in the *Arkansas Gazette*, alarming white residents.

**1835**—Rumors of Arkansas Slave Uprising sent whites into frenzy.

**1836**—Arkansas became a state. The state constitution authorizes the legislature to pass laws for the humane treatment of blacks, but no legislation was ever passed

**1858**—Arkansas passed law that makes it a crime to write or speak that “owners have not right of property in their slaves.”

**1860**—Census listed over 114,000 slaves in the state. One out of every four Arkansans was a slave. Slavery was crucial to the state’s economy.