

NEH Landmarks Africatown Lesson Plan

Instructor Name	Ja'el Gordon	State: Louisiana
Date: 07/09/2021	Subject/Course and Grade Level: Antebellum and Slavery History - Adult Learners	Duration: One month - meeting once per week.
Standard(s) Addressed (include the written description): Plantation Sites - Correct Narratives for Advanced Learning		
Lesson Title:	Revisiting the Controlled Narrative	
Behavioral Objective(s):	Participants will be able to: • Understand the connection between governmental regulations and individuals' participation in the slave ownership and the slave trade • Describe the process of "freedom" and how consider the actualization of what freedom may have looked like to those who were born free, emancipated/manumitted, and a runaway • Describe how "natural increase" and the selling of enslaved persons contributed to family disconnections that presents itself in genealogy research today. • Understand the contrast between life in the Big House and that of those in the Slave Quarters: living conditions, family life, diet, religion/education, etc.	
Introductory Activity: Differential	Bellringer: N/A	
Presentation/Direct Instruction: (Place different types of activities in numerical order.)	1. Review of Louisiana's Black Codes: Code Noir as it pertains to French and Spanish Colonial Louisiana, and the Louisiana Purchase. 2. Review differences in manumission and emancipation; analysis of the "Partus sequitur ventrum" doctrine; examination of the Fugitive Slave Acts of 1793 and 1850 3. Watch and Read: Watch your "orientation video" from Historian Ja'el Gordon, an expert on plantation history in southern Louisiana (https://vimeo.com/773143762) 4. Review Lesson 1: Modules 1 - 4 and answer the Activity Questions: https://queensugar101.org/lesson-one https://queensugar101.org/lesson-one/module-one https://queensugar101.org/lesson-one/module-three https://queensugar101.org/lesson-one/module-four 5. Visit plantation sites that have slavery exhibits; those that focus on slavery and those that may not in order to better understand the life of owners vs the enslaved and how the institution includes the historic research or excludes it.	
Assessment: (Formative or summative and brief description)	Formative: Writing sample questions in order to help students identify their pre-research knowledge and understanding and how it relates to their post-research understanding of the subject matter.	
Practice	Involves visitation of sites throughout the duration of the research projects.	

	<i>Involves visiting Clerk of Court Offices and other repositories to research through Conveyance Books to locate Bills of Sale, Manumissions, and other records regarding enslaved people and their purchaser/seller.</i>
Summary	<i>The lesson is designed to assist adult learners in researching historical texts and legislations that affected the life of an enslaved person(s). The learners will understand the importance of understanding historical context and its influences. The homework is designed to help students understand the humanness of the enslaved community and matters and persons that attempted to prevent such. Students will be familiarized with how to locate source-based research and documentation in order to accurately understand the importance of self-research.</i>
Materials and Reference Materials	• <i>The Slave Community</i> by John W. Blassingame • <i>The American Slave Coast: A History of the Slave-Breeding Industry</i> by Ned and Constance Sublette • <i>The Half Has Never Been Told: Slavery and the Making of American Capitalism</i> by Edward E. Baptist • www.QueenSugar101.org (Ja'el Gordon; Contributing Writer for all modules) • https://vimeo.com/773143762 • https://www.youtube.com/watch?v=De_oPBVyhLM • https://www.ibiblio.org/laslave/ • https://library.uncq.edu/slavery/ • https://library.uncq.edu/slavery/petitions/about.aspx
Questioning List: (Possible questions that could be used during the lesson)	1. <i>In what ways laws prevent enslaved persons from basic human rights?</i> 2. <i>Was freedom really free?</i> 3. <i>How did slavery affect the family dynamic of the enslaved?</i> 4. <i>Does the visited plantation site provide information on the enslaved community? On-going research? How do the exhibit labels and tour guides speak about or acknowledge the enslaved community?</i> 5. <i>How might you influence or convince plantations that offer tours to revise their scripts to share authentic stories based on facts?</i> 6. <i>What did you learn about plantations from the historian? What information is new to you? (https://vimeo.com/773143762)</i> 7. <i>In June 2022, the National Park Service interviewed St. James Parish native and artist Reginald Roussell (b. 1959) who from memory can sketch various scenes of the plantation's cabins (many of which no longer exist), the Big House, and the landscape he remembers while growing up there as a child. While many sharecroppers continued to live and work on the plantation after slavery https://queensugar101.org/lesson-one/module-four, the video shows a 3D Laser Scan of his grandmother's cabin. How would you help preserve your family's history even when it may be a difficult history? https://www.youtube.com/watch?v=De_oPBVyhLM</i>