

Mark Twain Boyhood Home & Museum
 Lesson Plan for *Huckleberry Finn*
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 Hannibal, Missouri

Who Did the Work?: Researching Slave Labor in the 1800's+

LESSON PLAN for <i>Huckleberry Finn</i>	
Concept or Topic: Slave Labor in the 1800's	Suggested Grade Level: Grade 11 (can be modified to accommodate other grade levels)
Subject: American Literature/ Social Studies/ Agriculture	Suggested Time Frame: ten 51-minute lessons
<p>Objective(s):</p> <ol style="list-style-type: none"> 1. Students will research one slave job on the plantation by writing 25 facts from three sources. 2. Students will present their researched findings on one of the many jobs associated with life on a plantation in a five-minute presentation. <p>State Standards:</p> <p>Key Ideas and Details: CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources,</p>	

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using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

Assessments:

Students will present their findings in a mock plantation setting in which each student will become a member of the slave community in which he researched. Research will be presented in a visual way such as on a poster, in a PowerPoint, in an iMovie, etc. Presentations will also be given orally with visiting students inquiring at the students' "shop" at the plantation.

Vocabulary:

primary source
Slave bill

Subject Area Integration:

- " Language arts
- " History/social studies

Background Information:

- " This lesson will take ten 51-minute class periods to complete.
- " This lesson will take place prior to reading Mark Twain's *Adventures of Huckleberry Finn*, but after slave narratives such as Olaudah Equiano's *The Interesting life of Olaudah Equiano, or Gustavus Vassa, the African* or Fredrick Douglass' *Life and Times of Fredrick Douglass* have been read.
- " Students would need to know the basic background of slavery in America.

Possible tools:

Review of past authors

Life of a Slave Girl by Harriet Jacobs

Materials:

- *Adventures of Huckleberry Finn*
- " Various items based on the slave jobs researched

Technology:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/expref/slavery/evans.html>

<http://www.learnnc.org/lp/editions/nchist-antebellum/3.0>

<http://www.ushistory.org/us/27b.asp>

<http://www.pbs.org/opb/historydetectives/investigation/bill-of-sale/>

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Related Twain Quotes/Passages:

Mark Twain Quotes:

Phelps' was one of these little one-horse cotton plantations, and they all look alike. A rail fence round a two-acre yard; a stile made out of logs sawed off and up-ended in steps, like barrels of a different length, to climb over the fence with, and for the women to stand on when they are going to jump on to a horse; some sickly grass-patches in the big yard, but mostly it was bare and smooth, like an old hat with the nap rubbed off; big double log-house for the white folks -- hewed logs, with the chinks stopped up with mud or mortar, and these mud-stripes been whitewashed some time or another; round-log kitchen, with a big broad, open but roofed passage joining it to the house; log smokehouse back of the kitchen; three little log nigger-cabins in a row t'other side the smoke-house; one little hut all by itself away down against the back fence, and some outbuildings down a piece the other side; ashhopper and big kettle to bile soap in by the little hut; bench by the kitchen door, with bucket of water and a gourd; hound asleep there in the sun; more hounds asleep round about; about three shade trees away off in a corner; some currant bushes and gooseberry bushes in one place by the fence; outside of the fence a garden and a watermelon patch; then the cotton fields begins, and after the fields the woods.

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Lesson Sequence:

• Hook

Before the lesson, the teacher will compile or research a list of possible jobs that slaves in the 1800's could have had. At the start of the first day's lesson, the teacher will ask the students to jot down the first job that pops into their heads that a slave would have had. The teacher will ask the students to share with their shoulder partner their jobs. (More than likely, there will be only a few options mentioned at first.) The teacher will then ask the students to share their findings with the class. If the same job is predominant, the teacher will ask the students to repeat the task. If there are a few options given, the teacher will guide the students in a class discussion about what other jobs would have been completed by slaves. Eventually, the class should reach the conclusion with the slaves did almost any task in the 1800's society. At the end of the class session, the teacher will assign the students to think about which job or profession they would like to research for an upcoming project.

Teaching of the Concept

- “ On the second day of class, the teacher will have the list of slave professions to eliminate duplicate professions or to further the engagement of study. Students will share their ideas with their shoulder partner before sharing with the group. Once everyone has shared, the teacher will describe the assignment. Use "Who Did the Work?" handout and "Who Did the Work? Rubric" Handout. Before the students leave for the day, the teacher makes sure each student has a profession to research that is not the same as another student.
- “ On the third day of class, the teacher has the students begin to research. Students will begin their research in with <http://www.pbs.org/wnet/slavery/experience/gender/history.html>. From this page, the students will navigate from general facts about slave professions to more specific facts concerning their clothing and diet.
- “ On the fourth day of class, students will begin with reading a narrative from a slave who shared the profession on <http://memory.loc.gov/ammem/snhtml/mesnbibnarrindex.html>.
- “ On the fifth day of class, students will research any loose ends or other sources that they find.
- “ On the sixth day, students will begin to plan their visual aid while they continue to research. On this day, each student needs to meet with the teacher, before, during, or after class to propose a rough draft of the project to ensure its focus. Students who have an acceptable focus will complete any research that night so they can begin assembly of the visual aid the next day.
- “ On the seventh day, students will begin assembling their visual aid.
- “ On the eighth day, the teacher will host a discussion about creating a virtual plantation where each group of professionals will assemble their presentations in progression of events as would have been completed on a plantation.
- “ On the ninth day, the class will transform the gymnasium into a virtual plantation by setting up their displays in order.
- “ On the tenth day, students present their findings to the class during their class sessions. Later that night, students will present to various individuals in a school open house of history.

Suggested Questions Before Researching

- “ What do you want to do when you grow up?
- “ Is there a comparable job for an 1800's slave?
- “ What area of life would you be interested in pursuing?

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Suggested Questions During Researching?

- “ What other slaves did something with your profession's product before you got it?

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Learning Activity: Students are investigating history from a fictional as well as a non-fictional standpoint. Students will use Twain's descriptions of the Grangerford plantation as well as the Phelps farm to identify the slave labor force needed to sustain the South. Students will research primary source documents to explain the lives of slaves.

Review/Closure: Students will present their findings in a virtual plantation around the school's gymnasium. During their presentations, students will field questions from students, staff members, and community members about the task and lives of the working slave type researched.

Homework:

- " Students will complete 20 fact cards (10 from each source) from the teacher-provided sources.
- " Students will complete 5 fact cards from a credible source not provided by the teacher.
- " Students will complete a visual aid explaining the lives of this particular working class of slave.
- " Students present a five-minute long presentation over their findings.

Strategies for Exceptional Students:

- " Exceptional students need to create an additional project that illustrates the profession they researched or they need to perform a portion of a slave narrative to the group.

Strategies for Students with Special Needs

- " Students with special needs will have a topic chosen for them that corresponds to a profession the student wishes to enter. The teacher will also provide additional resources to make research less daunting. Students will also have access to a laptop or iPad to create the visual aid.

Suggested Follow-Up Activities:

- " Students research the modern version of the slave profession they had.
- " Students find examples of slave labor in *Adventures of Tom Sawyer* and/or *Adventures of Huckleberry Finn*.

Attachments:

English 11
Who Did the Work?

Part One-

In the 1800's, most work that was done was completed by slaves. They had less specialized professions such as field hands where they tilled, planted, irrigated, and harvested the crops used to sustain their owner's family. Others worked with the animals in the carriage sheds as coachmen. Some worked in the house as butlers and maids while some house slaves cooked for the families. There were even educated slaves who were bookkeepers and shop clerks for their owners' businesses. Your job is to research the job of one type of slave. You need to find the expectations of these slaves, the amount of food rations or their clothing rations, and their monetary value, along with any other relevant facts you want. You then need to place that information in

or on a visual aid of your choice. You may create a PowerPoint, a poster, an iMovie, etc. Be creative with your visual aid.

Part Two-

We are going to create a mock plantation in which you teach plantation guests about your role on the plantation. You will be required to present your visual aid to a panel of teachers, parents, community members, and students.

English 11

Who Did the Work? Visual Aid Rubric

	5-4	3	2-1
Information 20 points (multiply each quadrant by 4)	Student found valuable information from the two teacher-provided sources as well as one student-found source.	Student found some useful information. Not all is from credible sources.	Information found was lacking validity.
Research/ Works Cited 10 points (multiply each quadrant by 2)	Information is cited correctly on a Works Cited Page	Information is cited with less than five errors.	Information is not cited.
Visual Aid 20 points (multiply each quadrant by 4)	Well-organized, error-free, aesthetically pleasing.	Organized, but has errors.	Unorganized and messy.
Oral Presentation 10 points (multiply each quadrant by 2)	Provides the information in a clear manner within the 3-5 minute time frame.	Provides the information, but does so in two minutes.	Provides a one-minute presentation.