

Slavery and Freedom: The Sandy Spring Story

Lesson Outline

Grades: 4 & 5

Content Overview: This lesson was designed for fourth and fifth graders focusing on African American History in the 18th & 19th centuries. As such, it reviews the story of how Africans became enslaved and were sold into America. It compares the types of slavery that were present in the colonies, and their geographical differences. It then spotlights Sandy Spring, where Quaker culture influenced early manumission of enslaved people, and then helped build a foundation for economic independence. The emphasis of this lesson is on the uniqueness of Sandy Spring, the complexity of manumission, and individual journeys to and beyond legal freedom.

Essential Questions:

1. What does manumission mean for the lives of African-Americans? For the lives of Whites?
2. Were the efforts of the Quakers enough? What else could/should they have done?
3. Quakers recorded their experiences with manumission, what narratives might African-Americans recall? Do you think it would be different from the version Quakers and other Whites would tell? Why or Why not?

Curriculum Connections:

Fourth Grade History & Social Science:

4.2.A.1

2. Describe the social, political, and religious character of the earliest colonies

4.5.A.1

3. Describe the establishment of slavery and how it shaped life in Maryland

4.5.C.3

1. Describe the economic interests in Maryland, such as agricultural v. industrial and slave v. non-slave

4.5.C.4

2. Describe the anti-slavery movement in Maryland

4.6.A.1

1. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources

4.6.A.4

2. Identify, paraphrase, or summarize the main ideas of the text
 - i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge

4.6.C.2

- c. Pose questions about the problem/situation from a variety of perspectives

4.6.F.1

- c. Analyze a document to determine point of view

4.6.F.3

1. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

4.6.G.2

1. Use historically accurate resources to answer questions, make predictions, and support ideas

Fifth Grade History & Social Science:

5.2.A.1

2. Define the social, political, and religious components of the early colonies
- C. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements

5.2.C.1

1. Analyze how conflict affected relationships among individuals and groups, such as early settlers, and Native Americans, free and enslaved people

5.4.A.3

1. Explain how the development of new products and new technologies affected the way people lived

5.6.A.1

1. Acquire and apply new vocabulary through investigating, listening, independent reading, and discussing a variety of print and non-print sources

5.6.A.4

2. Identify, paraphrase, or summarize the main idea of the text
- I. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge

5.6.E.2

- C. Find relationships between gathered information

5.6.F.1

2. Interpret information from field studies and surveys
- c. Analyze a document to determine point of view
- d. Analyze the perspective of the author

5.6.F.3

1. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

5.6.G.2

1. Use historically accurate resources to answer questions, make predictions, and support ideas

Objectives:

Students will understand that:

- Maryland, as a border state between the North and South, was in a unique position with regard to slavery
- Quakers influenced anti-slavery sentiment throughout the 18th and 19th centuries
- Manumission was controversial even for Quakers

Students will know:

- Slavery varied based on location
- Quaker beliefs affect anti-slavery sentiment in Sandy Spring
- The evolution of Quaker anti-slavery
- Three reasons why manumission was difficult to implement
- The process of manumission was different for every person and family

Students will be able to:

- Describe slavery in general terms (geography, purpose, and social consequence)
- Compare Charleston, Sandy Spring, and Philadelphia in terms of slave population, Quaker population, and beliefs
- Identify and describe Sandy Spring's important Quakers
- Give context to the significance of Quakers in the area
- Define manumission, and describe economic and political reasons it was not immediate
- Read a primary source and paraphrase it's information
- Discuss the significance of Sandy Spring's history compared to the national history

Assessment:

Discussions and activities will broaden student comprehension as they explore the museum and apply their newfound knowledge. Worksheets that can be used in the classroom and suggested extension activities are included for a post-field trip wrap up.

Visits to the Sandy Spring Museum run 1.5-2.5 hours, with 1-2 hours of activities depending on group size and availability. Below is a list of possible activities, **bolded** activities are suggested

Options:

Activity	Description	Approximate Time
The Story of Slavery (introduction)	Students will sequence illustrations of the slave trade and discuss them	15 minutes
Comparing Philadelphia, Sandy Spring, Charleston	Analyze the differences between Northern, Southern, and Border states, with an emphasis on characteristics of slavery, religion, and culture.	15-20 minutes
Quakers: Who are they and why do they matter? (Exhibit)	Students will learn the basics of the Quaker religion, and individuals from Sandy Spring	20 minutes
Manumission: Sandy Spring's Story (Dr. Bird)	Explore two cases of manumission in the local area, and discuss the difficulties, financially and socially.	25 minutes
Community before the Civil War: Census Data (Library/ Edu. Room)	Analyze a primary source to recognize patterns and produce generalizations about the demographics of Sandy Spring in 1860, and how they are unique	20 minutes
Scavenger Hunt	Highlights some of the black history in the exhibit hall	independent

Possible Extension or In-Class Activities:

- ✓ Imagine you are a Quaker in 1777 (the same year they decided to stop using/selling slaves). Write a short letter to your family in England explaining how this will affect your family.
- ✓ Compare the story of Sandy Spring to that of a city in the South. Draw a Venn Diagram and be sure to address the differences in slavery, farming, and culture.
- ✓ It's 1860 – Create a sign telling people why they should want to move to Sandy Spring. Include pictures, captions, and be as creative as you can !
- ✓ What is something you are really passionate about? Create a club to get other people interested. Make a title for your club, write a short mission statement, and draw a logo for it!