How did Slavery Shape my State?

Supporting Questions

1. Where did slave populations grow?
2. How did the slavery system differ from place to place?
3. How did your state’s former slaves describe their treatment?
4. How is the legacy of slavery visible in your community?
# 4th Grade Slavery Inquiry

## How did Slavery Shape my State?

### Kentucky Academic Standards for Social Studies, 4th Grade

<table>
<thead>
<tr>
<th>Big Idea: Geography</th>
<th>2.19. Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea: Historical Analysis</td>
<td>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</td>
</tr>
</tbody>
</table>

### Staging the Question

- **Look at images depicting slavery and have a class discussion about its origins and possible consequences on individuals.**

### Supporting Question 1

- **Where did slave populations grow?**

### Formative Performance Task

- **Complete a graphic organizer that explains where slavery grew in consideration of geographic features.**

### Featured Sources

- **Source A:** Interactive map, “The Spread of U.S. Slavery”
- **Source B:** 1860 Census Map
- **Source C:** Slave Population Statistics

### Supporting Question 2

- **How did the slavery system differ from place to place?**

### Formative Performance Task

- **Compare and contrast how slavery differed from place to place using a graphic organizer.**

### Featured Sources

- **Source A:** Excerpt from Takaki, *A Different Mirror*
- **Source B:** Excerpt from "Slavery in Colonial British North America,” *Teaching History*, Zagarri
- **Source C:** Excerpt from *A Concise History of Kentucky*, Klotter
- **Source D:** Excerpt from “Kentucky and the Question of Slavery,” *KET Education*

### Supporting Question 3

- **How did your state’s former slaves describe their treatment?**

### Formative Performance Task

- **Write a summary that describes slaves’ discussion of their treatment.**

### Featured Sources

- **Source A:** Kentucky Slave Narratives, Works Progress Administration Records, 1941
- **Source B:** Slave Auction Advertisements, Kentucky Digital Library, 1853-59

### Supporting Question 4

- **Understand How is the legacy of slavery visible in your community?**

### Formative Performance Task

- **Write a claim supported by evidence concerning how the legacy of slavery is visible in your community.**

### Featured Sources

- **Source A:** Images of Cheapside Slave Auction, Lexington, KY, c. 1862
- **Source B:** Images of Cheapside Historical Marker
- **Source C:** Articles on Cheapside statues, 2015-17

### Summative Performance Task

- **ARGUMENT How did slavery shape my state?** Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.

### Extension

- **Create a timeline of your state’s history, incorporating slavery’s influence.**

### Taking Informed Action

- **ASSESS** Have a class deliberation about how the history of slavery is and should be memorialized in your community
- **ACT** Write a class proposal to send to the mayor or other stakeholder, suggesting how to memorialize this history
Overview

Inquiry Description

This inquiry leads students through an investigation of the influence of slavery on the history of individual states, particularly highlighting Kentucky. (The blueprint for this inquiry was purposefully written so as to allow for other states or regions to adapt it to their local particulars.) By investigating the compelling question, students examine the growth and development of slavery, the ways in which the slave system differed from place to place, the violence endured by slaves, and how this portion of the country’s history is (or isn’t) being remembered. By completing this inquiry, students will begin to understand how slavery had a significant impact on the development of the country and their particular region, while also have them consider the extent to which historical memory is appropriately reflecting its impact.

It is important to note that this inquiry requires prerequisite knowledge concerning the origins of slavery in the Americas. If needed, teachers can provide applicable sections from Howard Zinn’s *A Young People’s History of the United States* and/or Ronald Takaki’s *A Different Mirror for Young People*.

NOTE: This inquiry is expected to take four to six 30-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Inquiries are not scripts, so teachers are encouraged to modify and adapt them to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “How did slavery shape my state?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, teachers may prompt students with images depicting slavery and have a class discussion about slavery’s origins and possible consequences on individuals involved. This will provide an opportunity to review the causes of the development of slavery, as well as allow students to consider how the system affected both slaves and slave owners.
Supporting Question 1

The first supporting question—“Where did slave populations grow?”—helps students unwrap the geographic factors leading to the growth of slavery in particular areas over others. The formative performance task has students create a graphic organizer that explains where slavery grew in consideration of geographic features. The first featured source for this question is an interactive map from historian, Lincoln Mullen, showing the spread of US slavery from 1790-1860. (See: http://lincolnmullen.com/projects/slavery/). The second featured source is a choropleth map of the 1860 census of slave populations. (See: https://www.census.gov/history/pdf/1860_slave_distribution.pdf). Featured source C consists of two tables related to slave and slave-owning populations. The first table displays the population breakdown (white, free nonwhite, slave) for the original thirteen colonies from 1790-1860. The second table provides data as to the number of slave holders and how many slaves they owned, separated by state. (See for more information: https://eh.net/encyclopedia/slavery-in-the-united-states/).

Supporting Question 2

For the second supporting question—“How did the slavery system differ from place to place?”—students build on their geographic knowledge of the growth of slavery by assessing geographic variances in the slave system. The formative performance task has students add information about slave labor to the previous task’s organizer.

The first featured source is a brief excerpt from Ronald Takaki, A Different Mirror for Young People, which succinctly describes the oppressive nature of the plantation system. Featured source B is an excerpt from an article on Teachinghistory.org, from historian Rosemarie Zagarri. The select text provides an explanation as to how large and small farms differed, as well as describes slave life in more urban areas. (See entire article here: http://teachinghistory.org/history-content/ask-a-historian/25577). The third featured source for this question is an excerpt from Kentucky historian, James C. Klotter’s book, A Concise History of Kentucky. Within this excerpt, Klotter discusses slavery’s influence in the state’s founding, as well as provide an overview of some of the features of slave life in Kentucky. The last source is excerpted from a Kentucky Educational Television (PBS Affiliate) article discussing slavery in Kentucky. The chosen portions further elaborate on how the slave system operated within Kentucky. Though not included in this inquiry, the history of the state song, My Old Kentucky Home, is included in this article and may be used to supplement instruction. (See entire article here: https://www.ket.org/education/resources/kentuckys-underground-railroad-passage-freedom/#kentucky-and-the-question-of-slavery). Collectively, these sources complicate understandings of slavery’s history, dispelling homogenous depictions, in Kentucky and beyond.

Supporting Question 3

The third supporting question—“How did your state’s former slaves describe their treatment?”—has students engage with slave narratives to add the human factor to their inquiry into the slave system. Students will write a summary that describes slaves’ discussion of their treatment. The first featured source consists of several excerpted sections from the Works Progress Administration’s compilation of slave narratives, collected in the 1930s. (See: https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/). Though these are narratives of former slaves, teachers should be conscientious in
helping students consider the limitations of this particular source. In particular, the dynamic between interviewer and interviewee could certainly have shaped responses – most interviewers being white Southerners. Some are also told in first person, others in third person. Teachers are encouraged to read a brief overview of the project from the Library of Congress for context. (See: https://www.loc.gov/teachers/classroommaterials/connections/narratives-slavery/). The chosen excerpts highlight both everyday aspects, as well as how violence permeated slave life. One particular aspect highlighted in the narratives is the division of families in slave auctions. To supplement the WPA Slave Narratives, slave auction advertisements for Kentucky locations mentioned in the Narratives, are included to add another medium for teachers to use in instruction.

Supporting Question 4

For the fourth supporting question—“How is the legacy of slavery visible in your community?”—students will connect what they learned about the history of their region to consider how slavery is (or isn’t) memorialized in their community. The formative task asks students to write a claim supported by evidence concerning how the legacy of slavery is visible in their community. (See Appendix C for a sample evidence-based claim graphic organizer). The first component of the Taking Informed Action piece of the inquiry is embedded in this task. To understand the extent to which slavery is or isn’t appropriately remembered, resources are provided concerning current discussions of Cheapside Park, a prominent slave auction site in Lexington, Kentucky, mentioned within the WPA Slave Narratives. The first featured source is a screenshot from the Lexington Visitor’s Center, discussing Cheapside Park as a portion of the town’s African-American Heritage Tour. Featured Source B consists of images of both sides of the historical marker in Cheapside Park, discussing its slave history. Featured Source C includes several excerpts from the local Lexington newspaper, the Herald-Leader, discussing the controversy surrounding Cheapside Park. The cornerstone of the controversy is the placement of two Confederate general statues in Cheapside Park. Both men, John C. Breckinridge and John Hunt Morgan, were slave owners. For teachers in other communities, they can provide resources or have students research: preservation attempts, memorials or markers to slavery, statues or memorials to slave owners, or the lack of any formal memorial.

Summative Performance Task

At this point in the inquiry, students have examined how slavery was a part of the growth of the United States, how the system varied from place to place, the violence endemic to slavery, and how slavery is represented in historical memory, specifically within students’ communities.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “how did slavery shape my state?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments will likely vary, but could include any of the following:

• Slaves were a large portion of Kentucky’s growing population and, thus, their experiences are a significant part of Kentucky’s state history.
• Kentucky’s economic growth was impacted significantly by the use of slave labor, thus an important part of Kentucky’s identity.
• Slavery had a great impact on all Kentuckians, leaving a legacy that is memorialized today.
• Though slavery was a significant part of Kentucky's history, its legacy needs more emphasis in how it shaped the state today.

To extend their arguments, teachers may have students create a timeline of their state's history, incorporating slavery's influence.

Students have the opportunity to *Take Informed Action* by drawing on their understandings of slavery in their community to consider how it *should* be remembered. The *understand* component was completed by Supporting Task 4. To *assess* the issue, students will have a class deliberation about how the history of slavery is and should be memorialized in their community. To *act*, students will write a class proposal to send to the mayor, suggesting how to memorialize this history.
Staging the Compelling Question

**Featured Sources**

**Source A:** Prints and Photograph Online Catalog, *Library of Congress*, Database.

**Source B:** Slavery Collection, *National Museum of African American History and Culture*, Database.


Additional resources may be accessed from:
- National Museum of African American History and Culture: [https://nmaahc.si.edu/explore/collection](https://nmaahc.si.edu/explore/collection)

Supporting Question 1

**Featured Source**


Supporting Question 1

**Featured Source**

**Source B:** Hergesheimer, E. “Map showing the distribution of the slave population of the southern states of the United States,” Compiled from the census of 1860, *Library of Congress*, (1861).

Accessed from: [https://www.loc.gov/resource/g3861e.cw0013200/](https://www.loc.gov/resource/g3861e.cw0013200/)

Supporting Question 1

**Featured Source**


See Tables 1 & 4

Accessed from: [https://eh.net/encyclopedia/slavery-in-the-united-states/](https://eh.net/encyclopedia/slavery-in-the-united-states/)
Supporting Question 2

Word Bank

- Urban – city or town
- Rural – country area, rather than city or town
- Peculiar institution – a phrase often used to refer to slavery
- Exponentially – rapidly, very quickly
- Profitable – resulting in financial gain
- Ironically – not what one would expect
- Scrutiny – closely watched
- Agriculture – related to farming
- Artisan – a skilled trade

Supporting Question 2


See sections: “On Southern Plantations” (p. 88-89) and “African Americans in Southern Cities” (p. 92)

Supporting Question 2


See sections: “Slavery in Pre-Revolution America,” “Large vs. Small Plantations,” “Slaves in the Urban North”
- Teachers are encouraged to excerpt portions from these sections.

Accessed from: [http://teachinghistory.org/history-content/ask-a-historian/25577](http://teachinghistory.org/history-content/ask-a-historian/25577)

Supporting Question 2


See sections from chapter six, *From Statehood to the Civil War*: portions from introduction to chapter (p. 91), “Slavery” (p. 91-92), “Slave Life” (p. 92-95).
- Teachers are encouraged to excerpt portions from these sections.
Supporting Question 2

**Featured Source**

**Source D:** *KET Education*, “Kentucky’s Underground Railroad: Passage to Freedom,” (n.d.).

See section: “Kentucky and the Question of Slavery”


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Supporting Question 3

**Featured Source**

**Source A:** Federal Writers’ Project of the Works Progress Administration, *Slave Narratives: Volume VII: Kentucky Narratives*, (1941).

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*Interview with George Henderson, former slave:*

“Out clothes were made of jeans and lindsey in winter. In the summer we wore cotton clothes. They gave us shoes at Christmas time. We were measured with sticks. Once I was warming my shoes on a back, log on the big fire place, they gell over behind the logs and burnt up. I didn’t marry while on the plantation.

“My master and mistress lived in the big brick house of 15 rooms with two long porches. One below and one below. My mistus was Miss Lucy Elmore before she married. Her children were named Miss Mat, Hiss Emma, and Miss Jennie.

“I saw the slaves in chains after they were sold. The white folks did not teach us to read and write, we had church on the plantation but we went from one plantation to another to hear preaching.”

... “I remember one slave named Adams who ran away and when he came back my old master picked up a log from the fire and hit him over: the head. We always washed up and cleaned up for Sunday. Some time the older ones would get drunk.”

*Interview with Will Oats, ex-slave of Mercer Co., KY:*

“Will was owned by Lewis Oats and his sister; they lived in a two story house, built of log and weather boarded. They were very wealthy people. The farm consisted of over 230 acres; they owned six slaves; and they had to be up doing their morning work before the master would wake.

"When working and the slaves would disobey their master, they were punished in some way; but there was no jail. They didn’t know how to read or write, and they had no church to attend. All they had to do when not at work was to talk to the older folks. On Christmas morning they would usually have a little extra to eat and maybe a stick of candy. On New Year’s Day their work went on just the same as on any other day.”

*Interview with Uncle Edd Shirley, Janitor at Tompkinsville Drug Co. and Hospital, Tompkinsville, KY:*

“I am 97 years old and am still working as janitor and support my family. My father was a white man and my mother was a colored lady. I was owned three different times, or rather was sold to three different families. I was first owned by the Waldens; then I was sold to a man by the name of Jackson, of Glasgow, Kentucky. Then my father, of this county, bought me.

“I have had many slave experiences. Some slaves were treated good, and some were treated awful bad by the white people; but most of them were treated good if they would do what their master told them to do.

“I onced saw a light colored gal tied to the rafters of a barn, and her master whipped her until blood ran down her back and made a large pool on the ground. And I have seen negro men tied to stakes drove in the ground and whipped because they would not mind their master.”
Union Co., Ruby Garten:
"I remember the slaves on my grandfather's farm. After they were freed they asked him to keep them because they didn't want to leave. He told them they could stay and one of the daughters of the slaves was married in the kitchen of my grandfather's house. After the wedding they set supper for them. Some of the slave owners were very good to their slaves; but some whipped them until they made gashes in their backs and would put salt in the gashes."

Garrard Co., Story of Aunt Harriet Mason, age 100 - a slave girl:
"When I was seven years old my missis took me to Bourbon County, when we got to Lexington I tried to run off and go back to Bryantsville to see my mammy. Mas'r Gano told me if I didn't came the sheriff would git me. I never liked to go to Lexington since."

Boyd Co., Carl F. Hall (interviewer):
"John's master, in allowing his slaves to marry, was much more liberal than most other slave owners, who allowed their slaves no such liberty.
"As a rule negro men were not allowed to marry at all, any attempt to mate with the negro women brought swift, sure horrible punishment and the species were propagated by selected male negroes, who were kept for that purpose, the owners of this privileged negro, charged a fee of one out of every four of his offspring for his services."

Laurel Co., Perry Larkey (interviewer):
"Concerning slaves of this section of the country, I will quote experiences and observation of an old negro lady who was a slave, Mrs. Amelia Jones, living in North London, Kentucky. 'Aunt Amelia' as she is known around here is eighty-eight years of age, being sixteen years of age at the close of the Civil War."

... "Master White was good to the slaves, he fed us well and had good places for us to sleep, and didn’t whip us only when it was necessary, but didn’t hesitate to sell any of his slaves, he said, “You all belong to me and if you don’t like it, I’ll put you in my pooket” meaning of course that he would sell that slave and put the money in his pocket. “The day he was to sell the children from their mother he would tell that mother to go to some other place to do some work and in her absence he would sell the children. It was the same when he would sell a man’s wife, he also sent him to another job and when he returned his wife would be gone. The master only said “don’t worry you can get another one”.

"Mrs. Jones has a sister ninety-two years of age living with her now, who was sold from the auction block in Manchester. Her sister was only twelve years of age when sold and her master received $1,220.00 for her, then she was taken south to some plantation. Also her father was sold at that place at an auction of slaves at a high price, handcuffed and taken south. She never saw her father again. She says the day her father was sold there was a long line of slaves to be sold and after they were sold and a good price paid for each they were handcuffed and marched away to the South, her father was among the number.
"The Auction block at Manchester was built in the open, from rough-made lumber, a few steps and a platform on top of that, the slave to be sold. He would look at the crowd as the auctioner would give a general description of the ability and physical standing of the man. He heard the bids as they came in wondering what his master would be like."

Floyd Co., John I. Sturgill (interviewer):
"Many folk went over to Mt. Sterling or Lexington to auctions for trading servants. (The same manner is used trading stock today).
"Slave traders came into the county to buy up slaves for the Southern plantations, and cotton or sugar fields — Slave families were very frequently separated, some members mean, theiving, or running away niggers were sold (first) down the river. Sometimes good servants were sold for the price, the master being in a financial strait or dire need of money. Traders handcuffed their servants purchased, and took them by boat or horse-back down the river or over in Virginia and Carolina tobacco fields."
Clay Co., Pearl House (interviewer):
“The following story of slave days is the exact words of one who had the bitter experience of slavery. Sophia Word, who is now ninety-nine years of age, born February 2, 1837. She tells me she was in bondage for nineteen years and nine months. I shall repeat just as she told the story.”

“...Our Master didn’t auction off his slaves as the other masters would for he was a better master than most of them. When he started to sale one of us he would go out and talk to the old slave trader like he wuz g’wine to sale a cow or sometin and then he would come back to git the slave he wanted. This wuz the way my mothers brother and sister wuz sold. When the other masters at other places sold a slave they put the slave on the auction block and the slave trader had a long whop that he hit them 4W with to see if they could jump around and wuz strong. The largest and brought the money.

“I wuz a slave nineteen yeahs and nine months but somehow or nuther I didn’t belong to a real mean pet of people. The white folks said I was the meanest nigger that ever wuz. One day my Mistress Lyndia called fer me to come in the house. but no, I wouldn’t go. She walks out and says she is gowine make me go. So she takes and drags me in the house. Then I grabs that white woman, when she turned her back, and shook her until she begged for mercy. When the master comes in, I wuz given a terrible beating with a whip but I din'nt care fer I give the mistress a good'un too.”

Garrard County. Ex-Slave Stories. (Eliza Ison) [HW: Ky 11] Aunt Harriet Mason--Ex-Slave:
We had no overseer or driver. We had no "Po white neighbors". There was about 300 acres of land around Lick Skillet, but we did not have many slaves. The slaves were waked up by General Gano who rang a big farm bell about four times in the morning. There was no jail on the place and I never say a slave whipped or punished in any way. I never saw a slave auctioned off.

Jefferson Co., Byers York (interviewer), Susan Dale Sanders: “The following is a story of Mrs. Susan Dale Sanders, #1 Dupree Alley, between Breckinridge and Lampton Sts., Louisville, an old Negro Slave mammy, and of her life, as she related it.

“Some of the other old Masters, who had lots of slaves on fa’ms close by, was so mean to the slaves they owned. They w’oked the women and men both in the fields and the children too, and when the ole Master thought they was’n’t do’n’ 'nuf wo'k, he would take his men and strip off their shirts, and lash them with cow-hide whips until you could see the blood run down them poor niggers backs. The Nigger traders would come through and buy up a lot of men, and women slaves, and get a big drove of them and take them further south to work in the fields, leavin their babies. I se never can forget. I know’d some mean ole masters. Our ole master Dale that raised my Mammy and her family never was hard or mean like that. He would let us go to church, have parties and dances. One of the ole slaves would come to our cabin with his fiddle and we’d dance.”

Jefferson Co., Joana Owens: “The following is the life and traditions of Joana Owens, 520 E. Breckinridge St., Louisville, Kentucky, an old negro mammy who was born during slavery.

“I will never forget how mean old Master Nolan Barr was to us. I was about fourteen years old and my sister was a little younger. We lived in an old log cabin. The cracks was filled with mud. My Mother done the housework for Master Barr’s house. My father and sister and me had to work in the fields. He had a big farm, and owned lots of slaves, and when the old master got mad at his slaves for not working hard enough he would tie them up by their thumbs and whip the male slaves till they begged for mercy. He sure was a mean old man. I will never forget him as long as I live. I don’t know exactly how old I is, but I am close to ninety now.”

Tale of Mary Wooldridge: (Clarksville Pike--Age about 103.)
"Mary and her twin sister were slaves born in Washington County, Kentucky, near Lexington, belonging to Bob Eaglin. When Mary was about fourteen years old she and her sister was brought to the Lexington slave market and sold and a Mr. Lewis Burns of the same County purchased her. Mary doesn't know what became of her sister.”

Accessed from: https://www.loc.gov/item/mesn070/
Supporting Question 3

**Featured Source**

**Source B:** Collection of slave advertisements, John Winston Coleman Jr. collection on slavery in Kentucky, Kentucky Digital Library, (1853-59).

Accessed from: [http://eris.uky.edu/catalog/xt74xg9f541m_9_4/viewer](http://eris.uky.edu/catalog/xt74xg9f541m_9_4/viewer)

Supporting Question 4


Supporting Question 4

**Featured Source**

**Source B:** Will Wright, “Historical slavery marker in Lexington broken; group balks at including it in discussion of Confederate statues,” Lexington Herald Leader, July 31, 2015.


**As of 2017, the marker has not been restored as the old courthouse undergoes renovations.**

Supporting Question 4

**Featured Source**

**Source C:** Articles from WUKY and the Lexington Herald-Leader, (2015-16).

Teachers are encouraged to excerpt portions from these articles. Articles are presented here in chronological order.


## Appendix A

### Graphic Organizer

*Where did slave populations grow?*


<table>
<thead>
<tr>
<th>Year</th>
<th>What states have the most slaves?</th>
<th>Where are the most slaves in those states?</th>
<th>What geographic features are they near? (Mountains, rivers, the ocean coast, etc.)</th>
<th>Where did slavery grow from the previous year?</th>
<th>Where did slavery decrease from the previous year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1790</td>
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<tr>
<td>1810</td>
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<td>1830</td>
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<td>1850</td>
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<tr>
<td>1860</td>
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</tr>
</tbody>
</table>
Clicking (or hovering your mouse) over the counties of your state:

1. What counties have the most slaves?
2. Where are there the least?

On the bottom right of the screen, choose to show “Enslaved population (%)”. This shows you what percent of the total population were slaves.

3. Where are slaves the majority of the population?

4. Historians often refer to the “Cotton Belt,” which was an area of the United States where cotton was grown. This area had a high number of slaves to tend to these plantations. Based on these maps, where do you think this was?

5. Why do you think slave populations grew in the United States?

6. Why did they grow more in some areas than in others?
### Appendix B

#### Graphic Organizer

*How did the slavery system differ from place to place?*

<table>
<thead>
<tr>
<th>States / Geographic Areas</th>
<th>Differences</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Plantations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Plantations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Slavery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How was slavery a part of the settlement of your state?
2. How were slaves treated?
3. Where were most of the slaves in your state?
4. What kind of work did they do?
5. How was slavery different from place-to-place in your state?
6. How was slavery different in your state than in other states?
Appendix C

Graphic Organizer

How is the legacy of slavery visible in your community?

- Claim
- Reasoning
  - Evidence
  - Evidence
  - Evidence