

## Unit 4, Lesson 2: Enslavement in History

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### Lesson Overview

In this lesson, students will learn that enslavement was practiced around the world before Columbus arrived in America. Later, they will learn that the enslavement practiced in the Old World would be considerably different from that which would eventually take root in the New World. Students will complete a character map to show changes over time as well as a pigeon foot timeline to show causes and effects.

### Delaware Standard(s)

- **History Standard 1a, 4-5 [Chronology]:** Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- **History Standard 2b, 4-5 [Analysis]:** Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

### Big Ideas

- cause, effect, change over time, enslavement

### Essential Questions

- Why were people enslaved?
- How did life change for those enslaved?
- How was enslavement in America different from enslavement in the “Old World?”

### Enduring Understandings

Students will understand that...

- enslavement has been practiced throughout history,
- enslavement has involved people of different backgrounds,
- that life changed for the worse once a person was enslaved
- enslavement in America was race based and permanent

### Resources

- [Resource 1: Enslavement in History](#)
- [Resource 2: Change Over Time Character Map](#)
- [Resource 3: Create a Pigeon Foot Timeline](#)
- [Resource 4: Check for Understanding](#)

### Procedures

1. **Warm-Up:** Think of something that changed for you between yesterday and today. Turn to a partner and explain the change.

2. **Introduce Lesson:** Tell students - in today's lesson we learn about enslavement before Columbus' found America. They will learn where it was practiced, reasons why some people were enslaved, and how people's lives changed when they were enslaved. This will help them understand how enslavement in the New World (America) was different from slavery in the Old World.
3. **Reading:** Distribute copies of [Resource 1: Enslavement in History](#) and have students read "Enslavement in History." Consider chunking the reading and stopping to check for understanding after one or two questions in the reading are answered.
4. **Character Map:** Distribute copies of [Resource 2: Change Over Time Character Map](#). This graphic organizer is designed to develop students' chronological skills (History standards 1 and 2) in the context of enslavement by having them identify changes that occurred when people were enslaved. The information that will be used to complete the Character Map is drawn from Resource 1.
5. **Pigeon Foot Chronology:** Distribute copies of [Resource 3: Create a Pigeon Foot Timeline](#). Ask students to complete the diagram by inserting the causes and effects of enslavement in the correct CAUSE or EFFECT toes on the left and right sides of ENSLAVEMENT.
6. **Additional Checks for Understanding:** Resources 2 and 3 serve as checks for understanding. [Resource 4: Check for Understanding](#) offers additional checks. Distribute copies of Resource 4 and have the students complete the checks.