

## Unit 4, Lesson 8: The Other Slavery

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### Lesson Overview

In this lesson, students will read to learn about a chapter in the history of American enslavement that is often overlooked - what an award-winning historian has called “The Other Slavery”. The Other Slavery involves the enslavement of Native Americans in the years following Columbus’ encounter with them.

Do not explain what the “Other Slavery” was as the lessons is designed to have that knowledge unfold.

### 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 2a, 4-5 [Analysis]:** Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- **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.
- **History Standard 3, 4-5 [Interpretation]:** Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

### Big Ideas

- change over time, causes and effects

### Essential Questions

- What was the “Other Slavery” and how did it affect those who were enslaved?

### Enduring Understandings

Students will understand that the “Other Slavery” involved the enslavement of between 2.5 and 5 million Native Americans by Europeans between 1492 and 1900 and was a contributing cause of countless deaths of the Indigenous People of America.

### Resources

- [Resource 1: Anticipation Guide](#)
- [Resource 2: The Other Slavery](#)
- [Resource 3: Checks for Understanding](#)

## Procedures

- Warm-Up:** Small Group Graffiti Activity. Place students in small groups and give them a piece of paper and two different colored markers, pencils, or pens. A large piece of paper (e.g., poster paper) with different color markers or crayons is probably ideal. Ask each group to write “Enslavement” or “Slavery” in the center or top of the paper then spend the next two minutes writing down everything they know about enslavement (slavery). All of this should be done in one color.
  - Compile a whole class list at the end. Without saying anything to the students, see if anyone mentioned Native Americans/American Indians.
- Introduce the Lesson:** Tell students that they will be learning about what is known as “The Other Slavery.” Ask if anyone knows what is meant by “The Other Slavery.” Note that it is an aspect of enslavement in America slavery that people know less about.
- Anticipation Guide:** distribute copies of [Resource 1: Anticipation Guide](#) to students. Read the directions on Resource 1 aloud as students follow along. Ask someone to repeat the instructions and assist students with any questions they might have.
  - Have students complete **Task 1** (BEFORE reading assignment).
  - Poll students to see how many think each statement is true or false.
- Reading:** distribute copies of [Resource 2: The Other Slavery](#) as you tell students that they will be able to find out whether their predictions on the Anticipation Guide were correct or incorrect after the reading that they are about to do.
  - Chunk the reading by pausing after each section to discuss the answer to the questions posed as the header for each section.
- Make Learning Visible:** Ask students to return to their small groups, take out their Small Group Graffiti paper. Using the second color marker (crayon, pencil, or pen) have them add information that they overlooked during the warm-up i.e., content that they learned about “The Other Slavery.”
- Complete Anticipation Guide:** have students take out [Resource 1: Anticipation Guide](#) and complete **Task 2** which asks them to identify which statements are true or false by placing T or F in the “After Reading” Column 3 spaces.
  - Go over responses with the whole class to advance learning.
- Checks for Understanding:** Distribute copies of [Resource 3: Checks for Understanding](#) and have students complete the checks for understanding.