**Familial Culture**

*Lesson Questions:*

1. How did the institution of slavery unite Africans into unique families?
2. How did slave families create a unique culture amongst African slaves?

*Lesson Objectives:*

Students will be able to:

* Interpret primary source documents to find examples of familial culture
* Assess their understanding of a ‘family’
* Evaluate how language and the experiences the Africans and African-Americans suffered could lend itself to creating a culture

*NCSS Standards:*

Standard I: Culture: assist learners to apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;

Standard IV: Individual Development and Identity: assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self

*Common Core Standards Grades 11-12:*

Reading: Key Ideas and Details: #2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas

Reading: Integration of Knowledge and Ideas: #9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Activities:*

1. Warm-up: Quick write—What makes a family, a family? (5 minutes)
	1. Students will free-write about what characteristics they think make up a family. What draws families together? What makes families unique?
2. Discussion of Warm-Up (5 minutes)
3. Jigsaw Activity (45 minutes)
	1. Stations
		1. Station with excerpts of the language articles
		2. Station with the images of the archives on Families
		3. Station with handout from pbs.org
	2. Students will be broken into groups of 3, each person in the group goes to a different station—in those groups, students will answer the guiding questions on a handout provided relating to the documents they are in charge of researching (20 minutes)
	3. Students will return to the groups and discuss their findings with the group (15 minutes)
	4. Students will individually answer the Lesson Question, “How did the institution of slavery unite Africans into unique families?” (10 minutes)
	5. Collect handout to read student responses to the Lesson Question for assessment
4. Excerpt From Twelve Years A Slave: Narrative Of Solomon Northup, A Citizen Of New-York, Kidnapped 1853 Cited In Yuval Taylor, Ed. I Was Born A Slave: An Anthology Of Classic Slave Narratives. Vol 2. (Chicago: Lawrence Hill Books, 1999.) (30 minutes)
	1. Students will individually receive a copy of the document to read individually while another copy is placed on the SMART Board or Overhead
	2. Individually students will read for examples of how slavery created unique families—what makes this an example of it? (10 minutes)
	3. As a class, on the overhead or SMART Board, review the transcript and underline/highlight information relating to the examples the students individually came up with (10 minutes)
5. Closure—5 minutes
	1. Whole-Class Discussion—How did your definition of a ‘family’ stay the same or change after the lesson? Provide 2 examples.

*Additional Resources Used:*

http://www.pbs.org/wnet/slavery/experience/family/history.html