

Reading Strategies and Suggestions

This curriculum covers a wide range of issues over a long period of time. Your students may find the readings complex. It might also be difficult for them to synthesize such a large amount of information. The following are suggestions to help your students better understand the readings.

Pre-reading strategies: Help students to prepare for the reading.

1. You might create a Know/Want to Know/Learned (K-W-L) worksheet for students to record what they already know about slavery and the slave trade in the North and what they want to know. As they read they can fill out the “learned” section of the worksheet. Alternatively, brainstorm their current knowledge and then create visual maps in which students link the concepts and ideas they have about the topic.

2. Use the questions in the text to introduce students to the topic. Ask them to scan the reading for major headings, images, and questions so they can gain familiarity with the structure and organization of the text.

3. Preview the vocabulary and key concepts listed in the back of the TRB with students.

4. Since studies show that most students are visual learners, use a visual introduction, such as photographs or a short film clip, to orient your students.

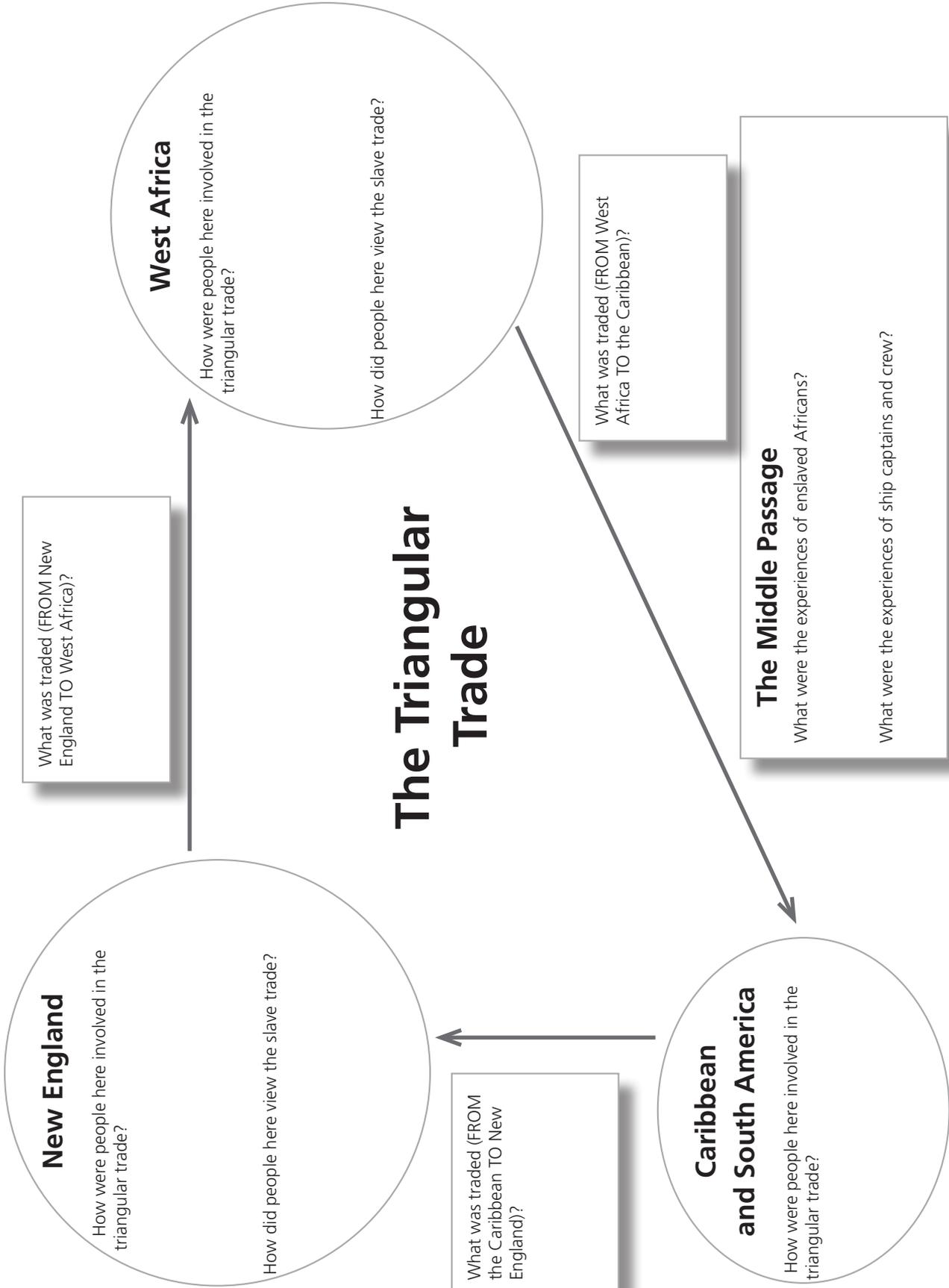
5. Be sure that students understand the purpose for their reading the text. Will you have a debate later, and they need to know the information to formulate arguments? Will they create a class podcast?

Split up readings into smaller chunks:

Assign students readings over a longer period of time or divide readings among groups of students.

Graphic organizers: You may also wish to use graphic organizers to help your students better understand the information that they are given. Students can complete them in class in groups or as part of their homework, or you can use them as reading checks or quizzes.

Instructions: Use your reading to help you answer the questions.



The Lives of Enslaved People in New England

Instructions: Before starting Part II of the reading, complete the first column of this chart. Make hypotheses about the different aspects of life for enslaved people in New England. You may wish to begin your hypotheses with “I think that...” or “It’s possible that....” Once you have completed the reading, fill in the second column of the chart. Finally, answer the questions at the bottom.

	Hypothesis	Actual Experience
What kind of work did enslaved people in New England do?		
Where did enslaved people in New England live on their masters' property?		
What were the family lives of enslaved people in New England like?		
How did enslaved people in New England participate in community life?		
What religions did enslaved people in New England practice?		

How did your hypotheses compare with the actual experiences of enslaved people in New England?
What things were different than you expected? What things were the same?

"Freedom" in the North

Part I

Instructions: Use your reading to fill in the following chart about the lives of free people of color in nineteenth-century New England.

	Conditions for free people of color	Results of these conditions
Employment		
Education		
Membership in Community		
Discrimination and Prejudice		

Part II

Instructions: Begin by answering the question in the oval, then answer the questions in the rectangles.

List the different reasons some people of color were in favor of this:

List the different reasons some whites were in favor of this:

What was the **PURPOSE** of groups like the Newport Free African Union Society and the American Colonization Society?

List the different reasons some people of color were opposed to this:

Positions on Slavery in 17th and 18th Century New England

Instructions: Use your reading to fill in the boxes. In the “Economic” box, list the arguments related to money as well as those related to economic development. In the “Religious” box, list any arguments based on religious beliefs. In the “Moral and Racial” box, list arguments related to moral beliefs (that is, what one believes is right or just) as well as arguments based on racial categorizations. In the “Political” box, list arguments related to things like legal rights, ideology, and military concerns. Keep in mind that some arguments may fit in more than one box

Economic

Arguments used in SUPPORT of slavery:
Arguments used to OPPOSE slavery:

Religious

Arguments used in SUPPORT of slavery:
Arguments used to OPPOSE slavery:

Moral and Racial

Arguments used in SUPPORT of slavery:
Arguments used to OPPOSE slavery:

Political

Arguments used in SUPPORT of slavery:
Arguments used to OPPOSE slavery: