

Slavery - Grade 7

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Objectives:

The student will describe the political, economic and social impact of slavery on Texas by examining the reasons given for secession. TEKS §113.23. Social Studies, Grade 7. (b)(5)(A,B)

The student will differentiate between and use primary and secondary sources, such as biographies, textbooks, and printed documents to acquire information about the attitudes of many Texans to slavery. TEKS §113.23. Social Studies, Grade 7. (b)(21)(A)

The student will analyze information in letters by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. TEKS §113.23. Social Studies, Grade 7. (b)(21)(B)

The student is expected to identify different points of view about an issue or topic by examining the views expressed in the textbook and in the Declaration of Secession. TEKS §113.23. Social Studies, Grade 7. (b)(21)(D)

The student communicates in written, oral, and visual forms. TEKS §113.23. Social Studies, Grade 7. (b)(22)(D)

Teaching Activities:

This lesson is to be used after the main units on the Texas Revolution, the Republic, and annexation have been completed.

Focus Activity:

Explain to students that slavery is one of the most difficult issues that students of Texas history must study. Ask students to brainstorm possible reasons why settlers from the United States brought slaves with them to Texas...why did they think that they needed them?

Document Activities:

Review with students the differences between primary and secondary sources.

Show students the front page of "The Declaration of Causes..." by using the computer and screen or making a transparency. Point out to students that, while 46,000 Texans voted to secede from the United States and join the Confederacy, 13,000 voted to remain in the Union. Show students as much of the document as you have time to cover. It is worth looking at this document in depth to compare and contrast its language with the Declaration of Independence.

Pass out the Document Analysis Sheet to students. Read the excerpt from “The Declaration of Causes...” aloud. Discuss the language and meaning of the excerpt with students.

Have students answer the questions on the Document Analysis Sheet. Check and discuss answers.

Assessment Activity:

Assign the following to your students:

You must write an editorial for the newspaper supporting either Texans who are pro-slavery or Texans who are anti-slavery or abolitionists.

The editorial should contain accurate historical information about the issue of slavery and its role in the Civil War, so use your textbook, the Handbook of Texas, and the Document Analysis Sheet for background.

This assignment should be approximately 1 to 1½ pages long. Remember, most Texans felt strongly about this issue, so your point of view should be stated passionately and persuasively. Why did you feel that slavery was necessary? OR: Why was slavery an evil that was poisoning Texas? You must have clear support for your point of view...the written equivalent of yelling will not be acceptable.

Your grade will be based both on accurate historical content and on the use of Standard English grammar. Be as neat as possible.

If they need it, help students to choose a point of view and to write a thesis sentence for their editorial.

Materials:

[“A Declaration of the Causes which Impel the State of Texas to Secede From the Union”](#)

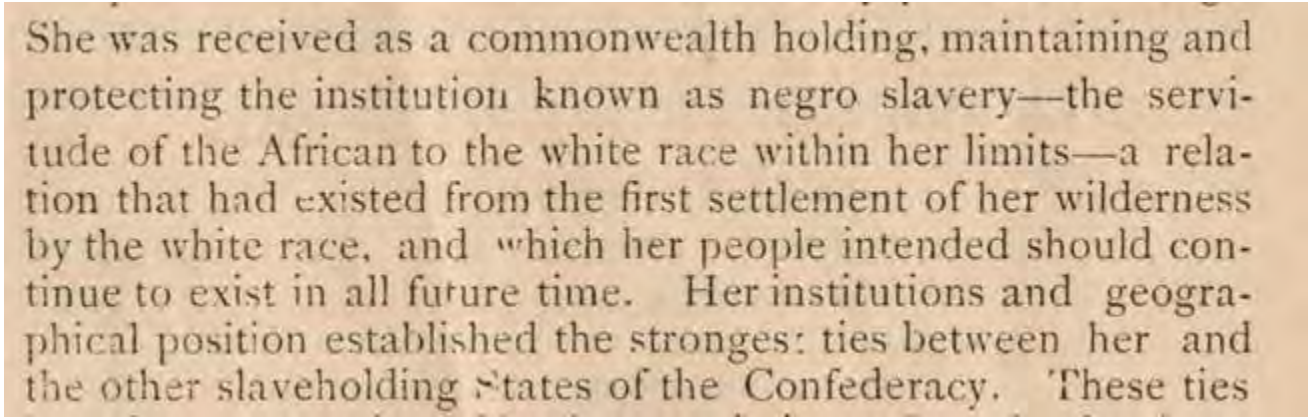
[Document Analysis Sheet](#)

[“Slavery”](#) in *The Handbook of Texas*

Textbook

Document Analysis Sheet – Grade 7
Slavery in Texas

Teaching excerpt from: A Declaration of the Causes which Impel the State of Texas to Secede From the Union, adopted on the 2nd day of February, 1861.



She was received as a commonwealth holding, maintaining and protecting the institution known as negro slavery—the servitude of the African to the white race within her limits—a relation that had existed from the first settlement of her wilderness by the white race, and which her people intended should continue to exist in all future time. Her institutions and geographical position established the strongest ties between her and the other slaveholding States of the Confederacy. These ties

Answer the following questions, using this document. Underline important sentences to help answer the questions.

1. TYPE OF DOCUMENT (Check one):

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Press release |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|------------------------------------|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Other |
| <input type="checkbox"/> Typed | |

3. DOCUMENT INFORMATION

Date of the document: _____

According to the title of the document, what is the purpose of this document?

Who do you think was the intended audience for the document? _____

Why do you think this document was written? Quote evidence from the document as proof.

According to your textbook, what was happening in Texas when this document was written?

This document is 8 pages long. It contains repeated mention of the role of slavery in Texas' withdrawal from the United States government and in Texas' decision to join the Confederacy. According to the excerpt on this Analysis Sheet, how do Texans feel about slavery?
