



National Underground Railroad
FREEDOM CENTER



Video Integration Learning Activity

The Slave Pen

Resource: National Underground Railroad Freedom Center 2008

Topic/Subject Area: Prior Knowledge

Grade Level: Grade 5

Objective: Examine the use of video to prompt student prior knowledge.

Essential Questions:

How is what we already know supported by the study of artifacts?

How do visual presentations aid our understanding of factual events?

Social Studies Academic Content Standards:

Standard:

People in Societies

Benchmark:

B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

Grade Level Indicator:

Gr. 5. 3. Describe the experiences of African-Americans under the institution of slavery.

Standard:

Skills and Methods

Benchmark:

A. Obtain information from a variety of primary and secondary sources using the component parts of the source.

Grade Level Indicator:

Gr. 5. 3. Differentiate between primary and secondary sources.

Steps:

1. Discuss the concept of an “artifact” as something of the past or present, something made by humans, something that holds story (historical facts).
2. Access the INFOhio Web site, <http://www.infohio.org> and follow this sequence of clicks: *Ohio Media Resources* button> *Digital Video Collection* button> *Easy Search* link. *
3. Type and enter *Slave Pen* in the search word box, then click on the *Show Matching Videos* button.

4. Select for viewing the video clip *Slave Pen: Overview* (1 min., 8 sec.) to Download or View Now.
5. Discuss the nature of the objects seen in film footage as representative of historical “artifacts,” something of the past, something made by humans, something that holds story (historical facts).
 - Wooden structure
 - Clay shards
 - Iron chains
6. Introduce the official name of the wooden structure--the John W. Anderson Slave Pen, and brief historical facts.
 - The Pen and 7,000 artifacts found on the surrounding land tell a (historical and true) story that began over 400 years ago in West Africa, continued to the early Americas, and into the internal slave trade markets in Natchez, Mississippi during the 19th Century.
 - The Pen was a “place of confinement,” a “slave or holding jail” for people of African descent, enslaved and sold as commodities.
 - The Pen was built and used in the 1800’s by Mason County, Kentucky slave trader, Capt. John W. Anderson.
7. Revisit the following resources: *Ohio Media Resources* button> *Digital Video Collection* button> *Easy Search* link.
8. Type and enter *Slave Pen* in the search word box, and click on the *Search Matching Video* button.
9. Select for viewing the video clip *Slave Pen: These Chains* (2 min.), to Download or View Now.
10. Engage prior knowledge for what is already known about the stories (historical facts) held by the Pen, the chains, and the pottery shards with regards to the African-American experience and enslavement.
11. Complete the first two columns of a K.W.L. (What I Know, What I want to Know) to record student statements of prior knowledge and authentic questions about the artifacts and the institution of slavery in North America.
12. Make use of other *INFOhio Core Collection Resources* to research answers to questions generated about the enslavement of African-Americans in America, and the *Slave Pen*.

* *Must authenticate as needed by entering your username and password. If you are entering from home, obtain password from school librarian.*

Additional Comments on Search Process:



Look for alignment of the National Underground Railroad Freedom Center Resources to the INFOhio Core Collection. Click on the Blue Button (image of button—live link) Help Resource Page.