Lesson 1: Introduction: Events of the Rebellion

Time Estimated: 1 day

Objectives:
Students will:
1. Predict how slaves might respond to slavery.
2. Analyze a woodcut image by Samuel Warner to determine the point of view and message that it portrays.
3. Explain what took place during Turner’s revolt and why Turner led his revolt by examining Turner’s Confessions.
4. Determine Thomas Gray’s point of view by examining Turner’s Confessions.

Materials:
- Selections from The Confessions of Nat Turner
  http://www.melanet.com/nat/nat.html
- Vocabulary from The Confessions of Nat Turner
- Guiding questions for Turner’s Confession
- Create teacher’s notes on how slaves dealt with slavery (see historical background)
- Create teacher’s notes on the context of Turner’s Confession  (see historical background)
- Create teacher’s notes on Turner’s rebellion  (see historical background)
- Woodcut image “Horrid Massacre in Virginia” by Samuel Warner
  http://www.historymatters.gmu.edu/d/6811
- Guiding questions for woodcut image
- Virginia timeline of important events (wall timeline)

Strategies:
1. **Hook:** Students predict to a partner, and then share predictions with the class about how slaves will respond to slavery. What choices do the slaves have? Which choices will they most likely pick and why?
2. Review Virginia timeline posted. Review/discuss events of the time period. What direction do we seem to be heading toward? (Students should point out tensions between North and South over a variety of issues—including slavery).
3. Introduce Nat Turner—provide a brief character sketch. Inform students that he chose to respond to slavery by leading a revolt.
4. Teacher passes out Samuel Warner’s woodcut and guiding questions worksheet—explains questions and models how to analyze the image.
5. Students analyze Samuel Warner’s woodcut “Horrid Massacre in Virginia” with a partner by working through the Guiding Questions worksheet.
6. After students have completed the first few questions that deal purely with observation, the class will share their answers. Teacher will then model a “think aloud” for the students on how to use these observations to draw conclusions about the maker’s perspective and the message being portrayed. For example: “We said that this woodcut shows a white man and woman on their knees being
threatened by black men standing over them with weapons. This makes me feel sorry for the white people. How do you feel about the men with the weapons?” etc.

7. After modeling how to analyze the woodcut, students continue to work with partners to answer the remaining questions.

8. Class shares and discusses their answers to the questions concerning the image. Most importantly—what message about the revolt does this image portray? What is the artist’s point of view?

9. Teacher has students predict if the revolt was successful—what do they think happened to Turner?

10. Teacher explains that Turner was captured and provides the context within which the Confessions were given—in a jail. The teacher also will briefly discuss who Gray was.

11. Class reads together selections from \textit{The Confessions of Nat Turner}. Students are to listen for and highlight parts that relate to the following questions:
   - What occurred during the rebellion?
   - Why did Turner lead this rebellion?
   - What does Gray think of Turner?

   (Teacher will help with difficult vocabulary as the passage is read and will guide students as to what parts to highlight.)

12. As students and teacher are reading the selection, teacher will periodically stop to question the students on what was just read. “What do Turner’s words mean? How does he feel about his revolt?” Think aloud changing some of Turner’s words and Gray’s questions into easier and more familiar language. Periodically prompt students to do the same. Students will write their re-wordings of Turner’s Confessions over Turner’s own words in the source.

13. Teacher reads through guiding questions with the class. Students work with partner to answer the guiding questions provided by the teacher. (The teacher will instruct them to go back and look at the highlighted sections as well as their re-wordings to help them answer the questions.)

14. Class shares responses to questions.

15. Students tell partner in their own words what happened during Turner’s rebellion, why he led it, and his perspective on the rebellion.

\textbf{Differentiation:}

Students will be paired up heterogeneously, so that those who are of a lower ability level will have a stronger partner to aid them in analyzing the woodcut and The Confessions. Also, I will provide my lower students with shorter selections from Turner’s Confessions and their copies will have hard vocabulary defined in parenthesis after the word. More guidance will be provided to these students in highlighting as well. I will also have them cross out parts that are not as important so as to eliminate the amount of text to look over when answering the questions.
Lesson 2: Reactions to the Rebellion

Time Estimated: 1 day

Objectives:
Students will:
1. Read and evaluate selections from two articles by two whites at the time, one from the North (Garrison), and one from the South to determine the author’s points of view.
2. Compare and contrast the perspectives presented in the two articles.

Materials:
- Talking points about Garrison
- Selections from The Liberator, Boston, Massachusetts, 3 September 1831 (From pg.62 of The Southampton Slave Revolt of 1831)
- Vocabulary from The Liberator
- Guiding questions worksheet for two articles
- Newspaper article from http://www.gilderlehrman.org/teachers/seminar_docs/slavery_doc1.html
- Talking points about various perspectives on the rebellion

Strategies:
1. **Hook:** Teacher says, “There’s been a rebellion by the cafeteria workers and they have injured 50 students. They got sick of working and they felt the students were taking advantage of them. What do you think of this?”
2. Students share reactions.
3. Ask students to predict how they think people will respond to Turner’s rebellion. What will their reactions be? Discuss.
4. Teacher provides background on Garrison—who he was and what The Liberator was about.
5. Teacher hands out two articles—selections from Garrison’s article and another newspaper article.
6. Review how to read primary sources. Teacher reads beginning of article with students and again performs a think aloud to determine what Garrison is saying. Re-word his difficult words for the students. Then give the students an opportunity to re-word the next few sentences. Correct / revise their answers as necessary. What is Garrison saying?
7. The students will analyze and answer the guiding questions on Garrison’s article with a partner first to determine Garrison’s perspective on the rebellion.
8. Students will read the second newspaper article and answer the guiding questions trying to determine what type of person might have written the article. What is the author’s perspective? (Remind the students again of the strategies for reading primary sources).
9. Students will answer questions comparing and contrasting the views presented in the two articles. What would the two authors think of each other’s opinions?
(Teacher may need to guide students—point out specific words / phrases that they should compare in contrasting the two views. Encourage the use of Venn diagrams).

10. Partners share their conclusions with their group of 4 that they are seated with.

11. Groups share conclusions with the class about the author’s perspectives.

12. Teacher asks: “What other points of view do you think people had?”

13. Students share and teacher clarifies the multitude of opinions.

14. **Homework:** Students write a paragraph explaining their opinion of the revolt and how they would respond.

**Differentiation:**

Students of lower reading ability will be provided with highlighters to use as they read the articles. They will again be encouraged to scratch out less important details in the articles. The pairs will be heterogeneous as well to provide for support. Difficult vocabulary will again be defined in parenthesis after the word. The guiding questions for the lower ability students will be more direct in leading students to their conclusions. I will have the students who have trouble identifying the similarities and differences between the articles go back through the articles with another color pen to circle the sentences that explicitly state their opinions concerning the revolt. These sentences can then be compared.
Lesson 3: Effects of the Rebellion

Time Estimated: 1 day

Objectives:
Students will:
1. Use a primary source quote to play a role in the Virginia legislature as they decide what action to take concerning Turner’s rebellion.
2. Compare and contrast the class’ decision to the Virginia legislature’s actual outcome.

Materials:
• Primary source quotes from people of the time on slips of paper
• Governor Floyd’s message to the Virginia legislature December 6, 1831 from The Southhampton Slave Revolt of 1831 (for teacher background knowledge)
• Draft of a bill concerning “Slaves, Free Negroes, and Mullatoes” December 1831 from The Southhampton Slave Revolt of 1831 (for teacher background knowledge)
• Create talking points on the decision of the Virginia legislature (see historical background)

Strategies:
1. Tell students that today they will be a member of the Virginia legislature as they discuss what to do about Turner’s rebellion.
2. Discuss options that the legislature has.
3. Pass out pieces of paper with quotes from people of the time. Every two students gets a piece of paper.
4. Explain to students that their paper is a quote from the person they are supposed to be.
5. The students are to work with their partner to re-word the quote so that it is in their own words.
6. Based on their re-worded quote, the partners need to decide together what they would say and how they would vote during the meeting. What option concerning the revolt would their person be most in favor of?
7. Working with their partner, the students come up with what they want to say during the meeting and how they will vote at the end of the meeting—using the re-wording of their primary source quote.
8. Students re-enact a role play of the Virginia legislature’s meeting. Pairs of students take turns standing up and having their say. At the end, once everyone has spoken, the class will take a vote on what option should be chosen.
9. Discuss with the students what really happened. Share with them the legislature’s decision and have the students compare and contrast their vote with the actual vote.

Differentiation:
The more advanced students will be given harder roles to play in the re-enactment. The students of lower ability will be given the primary source quote along with additional information on the person that will help them to more clearly identify what that person’s perspective would be. I will also be using heterogeneous groups so that partners can also help each other.
Lesson 4: Creation of a Newspaper Article/Cartoon

Time Estimated: 1 day

Objectives:
Students will:
1. Create with a partner either a newspaper article or a cartoon that states the facts of what happened during Turner’s revolt and afterwards, but also clearly portrays a specific perspective from a person of the time.
2. Incorporate primary source material given earlier in the week into their articles / cartoons.

Materials:
• Primary sources from earlier in the week
• Directions for newspaper article
• Directions for cartoon
• Rubric for article
• Rubric for cartoon
• Paper (lined and blank)

Strategies:
1. Review various perspectives on Turner’s revolt.
2. Explain assignment and rubric for creating a newspaper article / cartoon that explains the events of Turner’s rebellion and the aftermath and clearly portrays a specific perspective. (Students can use primary sources read throughout the week as examples and can incorporate specific quotes).
3. Assign students a partner to work with.
4. Students work with a partner to write a newspaper article / draw a cartoon.
5. Homework: Finish whatever work not completed in class.

Differentiation:
If students are having difficulty writing a newspaper article, I will aid them by giving them the specific perspective that I want their writing to reflect. I will also point them to specific primary sources that would reflect that point of view. Another option would be that their article could be written by the same person who they portrayed at the meeting of the Virginia legislature. Those students who are more visually oriented could draw a cartoon instead of writing an article.
Lesson 5: Student presentations

Time estimated: 1 day

Objectives:
Students will:
1. Share either their article or cartoon created the day before with their partner.
2. Determine the point of view presented in their classmates’ work.
3. State their personal perspective on the events of the rebellion and the aftermath.

Materials:
• Students’ created articles and cartoons
• Rubric for role play

Strategies:
1. Explain/model how students are to present their work.
2. Set purpose for listening to classmates’ presentations: afterwards the class must decide on the perspective portrayed.
3. Partners read their articles/show their cartoons.
4. Class decides what perspective the work portrays.
5. As each perspective is identified, the teacher will write a sentence identifying the perspective on the board.
6. Once all students have presented, the class will discuss whether any voices / perspectives are missing.
7. Discuss what the students’ own perspectives are. Do they think Turner was justified in his actions? How would they have voted had they been on the Virginia legislature?

Differentiation:
If students have trouble identifying the perspectives, I will provide clues and will have partners presenting provide clues or re-read specific parts of their writing that reflect the author’s perspective. I will also make sure to have copies made of the writing and cartoons, so that those who are not auditory learners can read and look at their classmates’ work as it is begin presented. I will allow for students to talk over the perspectives with group members before deciding on the perspective as well, if this is necessary.