

Mini-Unit Title: Nat Turner’s Revolt and Its Effects

Author: Nicole Van Rheenen	Grade Level: Elementary
School: Sycamore Park Elementary School, Culpeper County	Time Estimate: 5 days (45 minute periods)

Overview:

The students have spent the year learning about Virginia. The units that have been taught thus far are Virginia geography (involving map skills), Virginia’s Native Inhabitants, Jamestown, The American Revolution, and The New Nation (how Virginians—Washington, Madison, Mason, and Jefferson contributed to our country). This mini-unit is a part of the unit on the Civil War. Students will already know the differences between the North and South’s economies. They will understand the disagreements about whether or not new states should be slave or free. They will also have an understanding of what life under slavery was like. After completing this mini-unit, the students will be able to describe the various ways that slaves resisted their enslavement, and how Nat Turner in particular resisted slavery. They will be able to discuss the various perspectives of slave owners, abolitionists, and slaves concerning this revolt, as well as the direct effects of the rebellion. (They will be able to explain the enactment of the slave codes as well as why this rebellion helped lead Virginia to secession and war.) The students will be able to analyze various primary and secondary sources that will lead them to the understandings discussed above. My class is not homogenous, but overall I would say they are an advanced group. I have the gifted children in my room, and they are quite capable students.

Historical Background:

Differences in the Northern and Southern economies became evident during the 1800’s. The 1800’s was a period of much growth and change. Many important events occurred at this time. In 1801 Thomas Jefferson became President. In 1804 Lewis and Clark explored the Louisiana Purchase. In 1809 Madison became President, followed by Monroe in 1817. The War of 1812 with Britain occurred. In 1823, President Monroe issued the Monroe Doctrine. Arguments arose between the states as to whether or not new states should be labeled as slave or free. In 1822 Denmark Vesey’s attempt at insurrection failed. In 1829 a convention met in VA to write a new state constitution. This constitution gave only whites the right to vote. Also at this time, there was a backlash against anti-slavery literature and the VA legislature made it illegal to teach slaves to read or write. Following this on September 25, 1830, the first national Negro convention occurred in Philadelphia. In 1831, Garrison published his first issue of *The Liberator*. Lastly, in 1833, after Nat Turner’s rebellion, on December 4, the American Anti-Slavery Society was founded in Philadelphia.

Slavery changed over time and was enforced differently in various regions. It did not consist solely of a cruel master abusing a slave on a large cotton plantation. Poor whites for example, had little interest in enforcing slavery. In South Carolina and Virginia, slavery was introduced when the frontier was being explored, and thus many blacks worked with whites and indentured servants. In Virginia, some African Americans worked on small farms, and thus were treated differently than those on larger

plantations in other states. During the frontier period, slaves were viewed as cunning and deceptive. When the plantation system arose however, slaves were seen as stupid and witless. Over time, slaves came to be viewed more and more as property rather than servants. The American Revolution however, gave slaves an opportunity to point to the injustice of the system. It also led to many slave owners gaining political power in the new country. The Supreme Court was also ruled over by slaveholders between the ratification of the Constitution and the Civil War.

Slavery was a controversial issue for many Americans. When slavery was first introduced in the Americas, there was some difficulty in determining whether a person would be characterized as a slave or not. In 1808, the slave trade was prohibited by Article 1, Section 9, Clause 1, of the Constitution, but by then only South Carolina was still importing slaves. Article 4, Section 2, Clause 3, of the Constitution stated that a runaway slave had to be returned to their owner. However, Thomas Jefferson had doubts as to the validity of slavery. After the American Revolution, slavery seemed very hypocritical. Later on, Lincoln suggested that the Civil War was divine punishment by God for the institution of slavery.

From 1800 to 1860, Virginia had more slaves than any other state. Slaves were treated as property and were often separated from their families. They usually worked five and a half days in a week. Some slaves planted, others were servants, and some were blacksmiths, carpenters, or other skilled laborers. Slave children often worked in the gardens and kitchens and took care of animals. Slaves resisted slavery in many ways. This included running away, breaking tools, letting farm animals escape, and stealing.

Nat Turner was born in 1800 and was a slave preacher. He believed that he was God's messenger sent to save his people. He came to this belief through several visions of black and white angels fighting. Several signs, including a solar eclipse, and a strange atmospheric effect in the sky, persuaded him that it was time for his violent rebellion. Nat Turner and six other men: Hark, Henry, Nelson, Sam, Will, and Jack, met on August 1831, and launched their rebellion. His revolt occurred in Southampton County, Virginia, which was an area of small farms. The people in Southampton County, and Virginia in general, considered themselves to be benevolent slave masters. They did not expect their slaves to rebel. The rebellion began at Joseph Travis', Turner's master's, house where the rebels killed the family with ax blows. The slaves went from farm to farm for twelve hours, killing any whites in sight. Most of the people killed were women and children because many of the men were away at a revival. Some slaves helped defend their masters against the rebels. Many slaves also joined the revolt throughout the day, so that there were almost eighty slaves in all before the revolt was suppressed by the militia. Turner's main objective, as stated by himself through Thomas Gray, was to create terror and alarm. In all, around fifty-seven whites were killed. Turner himself admitted to killing only a teenage girl. Turner hid in the woods for several days after his revolt until he was captured and jailed in Jerusalem on October 30. Nat Turner and twenty of his followers were killed because of his revolt. This revolt consisted in more deaths than any other slave revolt in United States' history.

This revolt caused a tremendous amount of fear in the area. The governor received any demands for men and guns to put down supposed slave rebellions. Many innocent blacks, at least one hundred twenty, were murdered in the aftermath. Governor Floyd thought that Nat Turner's revolt was the result of black preachers and Yankee

agitators. Many Southerners connected this rebellion to Yankee abolitionist desires to end slavery. Some charged Garrison with instigating Turner as well. Garrison denied this by saying that he and his abolitionists were Christian pacifists who sought to earn their liberation through moral argument.

Before this revolt, many lawmakers wanted to end slavery. However, the violence and fear triggered by this event made many feel that they needed to control slaves more strictly. Some whites considered Turner a cruel, deceptive man who used religion to persuade other slaves to commit a horrific crime. Others viewed him as a true religious fanatic. Some whites who considered Turner's actions evil, still believed that slavery needed to be abolished, and that slavery was immoral. The black abolitionist David Walker and Thomas Jefferson had both predicted that slavery would cause such a dangerous and rebellious person as Nat Turner. His revolt led many abolitionists to further action.

The Virginia legislature met as a result of the revolt as well. Some representatives from areas west of the Blue Ridge Mountains wanted slavery abolished. Governor John Floyd, who was himself a slaveholder, thought that statewide abolition was the only way to prevent future attacks of a similar nature. Some put forth plans to have all blacks colonized at state expense. They debated the gradual abolition of slavery, but decided to tighten the slave codes instead. These codes strengthened the militia systems. It became illegal for black preachers to preach without a white man present or for blacks to even assemble without a white presence. African Americans were not allowed to own guns or to learn to read or write. Speaking against slavery also became a crime. The point of these codes was to prevent African Americans from communicating or meeting in large groups. Thomas Randolph, a grandson of Thomas Jefferson, who had advocated gradual abolition, predicted at the meeting of the House of Delegates that the dissolution of the Union would soon occur because of slavery. During the 1830's and 1840's the South became a martial society set upon preserving slavery. Slave discipline was enforced more strictly in order to prevent another rebellion. However, to many blacks of the period, Nat Turner became a hero who had stood up against injustice and given the whites a taste of their own medicine.

Overall, there were few slave rebellions in the U.S. because it was policed very carefully. The three major plots in the U.S. (by Prosser, Vesey, and Turner), all occurred outside the plantation belt, and all the leaders were more privileged and educated men. Religion was also important in all three rebellions, reflecting its importance in the slave community. Such rebellions showed that slaves were not happy and that the plantation system was not as seamless as it seemed. Harriet Tubman later (1850-1860) helped slaves resist slavery by leading them on the Underground Railroad to the North. In 1852 Harriet Beecher Stowe spoke out against slavery in her novel *Uncle Tom's Cabin*. In 1859 John Brown led a raid at Harpers Ferry in an attempt to start a slave rebellion. Finally, in 1861 the Confederacy was formed.

Turner is still a problematic figure today. If he is accepted as an American revolutionary, then his means of violence is also sanctioned. Still, others consider him a man of God who acted against injustice. He is viewed by some as a leader in the black community, and by others as a religious fanatic. Still others believe him to be motivated by pure vengeance. He is a controversial figure in United States history, and will most likely remain so for many years to come.

Major Understanding:

Students will understand that Turner's rebellion was a sign of the underlying discontent of slaves in the south. Moreover, this rebellion was one of the factors that eventually helped lead Virginia to secession. It caused greater fear and stricter enforcement of the slave codes by southern whites. It also solidified the divisions in various Americans' perspectives on the institution of slavery.

Objectives:

Students will:

1. Examine *The Confessions of Nat Turner* to describe how Nat Turner resisted his enslavement.
2. Examine an article from *The Liberator*, another newspaper account, and a woodcut from the time to explain the reactions of slave owners, abolitionists, and slaves to this revolt.
3. Be given a primary source quote from a person of the time, and will participate in a role play meeting of the Virginia legislature in order to decide what should be done concerning Turner's revolt.
4. Compare and contrast the results of their role play with the historical information available.
5. State the effects of the rebellion (How it was one of the events leading to secession, and how it caused stricter slave codes to be enacted.)
6. Create a newspaper article or cartoon that reflects a particular perspective from the time.
7. Analyze newspaper articles, a woodcut, a message from the Governor, and a draft of a bill that are primary sources from this time period.

Standards of Learning:**Skills**

VS.1 The student will develop skills for historical and geographical analysis including the ability to

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history.
- b) determine cause and effect relationships.

Content

VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between the northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia, such as that
 - Nat Turner led a revolt against plantation owners in Virginia.

Culminating Assessment:

The assessment will be broken into two days. On the first day, the students will be given a role to play in the Virginia Assembly. They will need to determine the

position their given person would hold on the issue of Nat Turner's rebellion. They will stand up and state their position to the legislature and once everyone has stated their view, they will vote on what action should be taken because of the revolt.

On the second day, the students will work with a partner to write a newspaper article or draw a cartoon from a perspective that a person of the time might have taken. They are to include quotes from the primary sources given to them earlier in the week in their articles.

References:

Books & Media

Berlin, Ira, "American Slavery in History and Memory and the Search for Social Justice" *The Journal of American History* 90.4 (2004): 51 pars. 20 Jun. 2006.

This article discusses how history is viewed differently over time and how the history and memory of slavery in particular has changed, and is available at

<http://www.historycooperative.org/journals/jah/90.4/berlin.html>

Boyer, Paul et al, editors. *The Enduring Vision: A History of the American People*. Lexington, MA: D.C. Heath, 1990. Chapter 10: "The Old South and Slavery, 1800-1860"

Discusses the debate over emancipation of slaves in Virginia and the differences between the Upper and Lower South.

Foner, Eric and John A. Garraty, editors. *The Reader's Companion to American History*. Entries on "Rebellions": p.917 and "Slavery" pp.996-967. Boston: Houghton Mifflin Company, 1991.

This text described the events of Nat Turner's rebellion and the results of his rebellion. The text mentioned the other main slave rebellions of the time and compared and contrasted them as well.

Gregson, Susan R. *Nat Turner Rebellious Slave*. Mankato: Bridgestone Books, 2003.

This book details Turner's life, as well as providing details and information on slavery at the time, as well as other important events that were occurring during this time period.

Neshama, Rivvy. *Nat Turner and the Virginia Slave Revolt*. Chanhassen, MN: The Child's World, 2001.

This book details Nat Turner's life from childhood to his death. It explains his religious beliefs and motivations.

Oates, Stephen B. "The Fires of Jubilee: Nat Turner's Fierce Rebellion" in Oates, Stephen B. and Charles J. Errico, editors. *Portrait of America: Volume I: To 1877*. Boston: Houghton Mifflin Company, 2003.

This chapter describes the features of Southampton County. It details Turner's religious beliefs and the events leading up to as well as the actual events that occurred during his rebellion. It concludes by discussing the effects of the rebellion and the various perspectives on what needed to be done because of the rebellion.

Olwell, Russell. "New Views of Slavery: Using Recent Historical Work to Promote Critical Thinking about the Peculiar Institution." *The History Teacher* 34.4 (2001): 46 pars. 20 Jun. 2006. This article discusses how slavery was different dependent upon the time and place and is available at <http://www.historycooperative.org/journals/ht/34.4/olwell.html>

Tragle, Henry Irving. *The Southhampton Slave Revolt of 1831*. Amherst: The University of Massachusetts Press, 1971.

Provides different primary source materials from the time, including newspaper articles, trial records, and Governor Floyd's diary. Selections from this book are used in the lessons.

Websites

http://www.gilderlehrman.org/search/display_results.php?id=GLCO4548

Authentic and impartial narrative..massacred by blacks by: Samuel Warner
This article was written in 1831 by a white man who decries Turner's rebellion and portrays Turner as a deceptive and cunning man. However, Warner states that slavery is in opposition to the Declaration of Independence, and the Bill of Rights.

http://www.gilderlehrman.org/teachers/seminar_docs/slavery_doc1.html

North American Slavery in Comparative Perspective: Nat Turner's Insurrection, by: Anne Hartline

This newspaper article from the time by a white man describes Turner as artful, impudent, and vindictive. He said that he only pretends to be a preacher. Suggestions are given by the teacher for questions to probe students' thinking.
This article is used in the planned lessons.

<http://www.historymatters.gmu.edu/d/6811>

This shows a woodcut created by Samuel Warner titled "Horrid Massacre in Virginia."
This source is used in the lessons.

<http://www.historymatters.gmu.edu/d/6533>

This source provides a section of Turner's Confessions, as well as a paragraph explaining the context and the motivations of other leaders who led slave rebellions.

<http://www.wehaitians.com/nat%20turner%20in%20history%20multiple%20mirrors.html>

Nat Turner in History's Multiple Mirrors, by Felicia R. Lee.

Discusses the fact that there is little evidence about Nat Turner and that views of him are dependent largely upon the viewer's personal worldview.

<http://www.americanheritage.com/articles/web/20051111-nat-turner-slavery-rebellion-virginia>

Nat Turner, Lightning Rod

This article details the events of the rebellion, as well as various perspectives of people at the time, and in present day.

http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=70

“The Confessions of Nat Turner”

Nat Turner explains his motivation for his revolt, as well as what occurred before, during, and after the rebellion.

<http://www.pbs.org/wgbh/aia/part3/3h499t.html>

The Richmond Enquirer on Nat Turner’s Rebellion

Provides an excerpt from a newspaper account describing the men involved in the slave rebellion as blood-thirsty wolves. It calls for a stricter enforcement of the law and the forbidding of black men to preach. This site also gives an extract of a letter from Jerusalem, VA denouncing Turner and applauding the slaves who stood by their masters.

<http://www.pbs.org/wgbh/aia/part3/3h500.html>

This source provides Turner’s Confessions, as well as context information on the circumstances in which he gave his confessions, and Gray’s perspective on Nat Turner.

<http://www.pbs.org/wgbh/aia/part4/4p1561.html>

This site provides a biography of William Lloyd Garrison.

<http://www.melanet.com/nat/nat.html>

This source provides the complete confessions of Nat Turner.

The Confessions of Nat Turner are used in the lessons.

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 *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.

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 being 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.

Selections from *The Confessions of Nat Turner* (Use with Lesson 1)

Be it remembered, That on this tenth day of November, Anno Domini, eighteen hundred and thirty-one, **Thomas R. Gray** of the said District, deposited in this office the title of a book, which is in the words as following.

The Confessions of Nat Turner, the leader of the late insurrection in Southhampton, Virginia, as fully and voluntarily made to Thomas R. Gray, in the prison where he was confined. and acknowledged by him to be such when read before the Court of Southhampton, with the certificate, under seal, of the Court convened at Jerusalem, November 5, 1831, for his trial. Also, an authentic account of the whole insurrection, and with lists of the whites who were murdered, and of the negroes brought before the Court os Southhampton, and there sentenced, &., the right where of he claims as proprietor, in conformity with an Act of Congress, entitled, "An act to amend the several acts respecting Copy Rights."

The Confession

Agreeable to his own appointment, on the evening he was committed to prison, with permission of the jailer, I visited NAT on Tuesday the 1st November, when, without being questioned at all, he commenced his narrative in the following words:

SIR, - You have asked me to give a history of the motives which induced me to undertake the late insurrection, as you call it - To do so I must go back to the days of my infancy, and even before I was born.noticing the singularity of my manners, I suppose, and my uncommon intelligence for a child, remarked I had too much sense to be raised, and if I was, I would never be of any service to any one as a slave - To a mind like mine, restless, inquisitive and observant of every thing that was passing, it is easy to suppose that religion was the subject to which it would be directed. . . .The manner in which I learned to read and write, not only had great influence on my own mind, as I acquired it with the most perfect ease, so much so, that I have no recollection whatever of learning the alphabet- but to the astonishment of the family, one day when a book was shewn to me to keep me from crying , I began spelling the names of different objects - this was a source of wonder to all in the neighborhood, particularly the blacks - and this learning was constantly improved at all opportunities . . .Knowing the influence I had obtained over the minds of my fellow servants, (not by the means of conjuring and such like tricks - for to them I always spoke of such things with contempt) but by the communion of the Spirit whose revelations I often communicated to them, and they believed and said my wisdom came from God. I now began to prepare them for my purpose, by telling them something was about to happen that would terminate in fulfilling the great promise that had been made to me. . . .And about this time I had a vision - and I saw white spirits and black spirits engaged in battle, and the sun was darkened - the thunder rolled in the Heavens, and blood flowed in streams and I heard a voice saying, "Such is your luck, such you are called to see, and let it come rough or smooth, you must surely bare it. . . .and the great day of judgment was at hand. . .fight against the Serpent, for the time was fast approaching when the first should be last and the last should be first. . . .On Saturday

evening, the 20th of August, it was agreed between Henry, Hark, and myself, to prepare a dinner the next day for the men we expected, and then to concert a plan, as we had not yet determined on any. Hark, on the following morning, brought a pig, and Henry brandy, and being joined by Sam, Nelson, Will and Jack, they prepared in the woods a dinner, where, about three o'clock, I joined them.

Q. Why were you so backward in joining them.

...I saluted them on coming up, and asked Will how came he there, he answered, his life was worth no more than others, and his liberty as dear to him. I asked him if he thought to obtain it? He said he would, or lose his life. This was enough to put him in full confidence. Jack, I knew, was only a tool in the hands of Hark, it was quickly agreed we should commence at home (Mr. J. Travis') on that night, and until we had armed and equipped ourselves, and gathered sufficient force, neither age nor sex was to be spared, (which was invariably adhered to)... we determined to enter the house secretly, and murder them whilst sleeping. Hark got a ladder and set it against the chimney, on which I ascended, and hoisting a window, entered and came down stairs, unbarred the door, and removed the guns from their places. It was then observed that I must spill the first blood. On which, armed with a hatchet, and accompanied by Will, I entered my master's chamber, it being dark, I could not give a death blow, the hatchet glanced from his head, he sprang from the bed and called his wife, it was his last word, Will laid him dead, with a blow of his axe, and Mrs. Travis shared the same fate, as she lay in bed. The murder of this family, five in number, was the work of a moment, not one of them awoke; there was a little infant sleeping in a cradle, that was forgotten, until we had left the house and gone some distance, when Henry and Will returned and killed it; we got here, four guns that would shoot, and several old muskets, with a pound or two of powder. A general destruction of property and search for money and ammunition, always succeeded the murders...I took my station in the rear, and as it was my object to carry terror and devastation wherever we went, I placed fifteen or twenty of the best armed and most relied on, in front, who generally approached the houses as fast as their horses could run; this was for two purposes, to prevent escape and strike terror to the inhabitants - on this account I never got to the houses, after leaving Mrs. Whitehead's, until the murders were committed, except in one case....

...It has been said he was ignorant and cowardly, and that his object was to murder and rob for the purpose of obtaining money to make his escape. It is notorious, that he was never known to have a dollar in his life; to swear an oath, or drink a drop of spirits. As to his ignorance, he certainly never had the advantages of education, but he can read and write, (it was taught him by his parents), and for natural intelligence and quickness of apprehension, is surpassed by few men I have ever seen....He is a complete fanatic, or plays his part most admirably. On other subjects he possesses an uncommon share of intelligence, with a mind capable of attaining any thing; but warped and perverted by the influence of early impressions. He is below the ordinary stature, though strong and active, having the true Negro face, every feature of which is strongly marked. I shall not attempt to describe the effect of his narrative, as told and commented on by himself, in the condemned hole of the prison. The calm, deliberate composure with which he spoke of

his late deeds and intentions, the expression of his fiend-like face when excited by enthusiasm, still bearing the stains of the blood of helpless innocence about him; clothed with rags and covered with chains; yet daring to raise his manacled hands to heaven, with a spirit soaring above the attributes of man; I looked on him and my blood curdled in my veins...But fortunate for society, the hand of retributive justice has overtaken them; and not one that was known to be concerned has escaped.

Vocabulary from *The Confessions of Nat Turner* (Use with Lesson 1)

Deposited – delivered and left

Insurrection - rebellion

Convened - met

Authentic – real, not fake

Proprietor – an owner, someone who has a right to something

Commenced - started

Induced - caused

Singularity – unusual, unique

Inquisitive - curious

Acquired – to get as one's own

Conjuring – magic, spells

Revelations –information received from God

Terminate – to end

Obtain – to get

Commence – to start

Adhered – to stick to

Ascended – rose up

Hoisting – to raise or lift up

Succeeded – followed after

Inhabitants – people who live in an area

Notorious – well known for something bad

Apprehension – ability to understand

Surpassed – to go beyond the normal in excellence or achievement

Fanatic – a person with extreme enthusiasm for a cause (ex. religion)

Attaining – getting

Warped – distorted, messed up

Stature - height

Condemned – to be pronounced guilty

Deliberate – careful and slow

Fiend – a cruel or wicked person

Manacled - chained

Curdled – to fill one with horror or fear

Retributive – to get back at someone for a wrong done

Guiding Questions for *The Confessions of Nat Turner* (Use with Lesson 1)

1. Who wrote this document?
2. What is the date this document was written?
3. Where was Turner when he was giving his confession? How might his location affect what he said?
4. Why did Turner feel called to lead a revolt?
5. What was the purpose of the revolt according to Turner?
6. Why was this document written? What evidence in the document helps you know why it was written? (Quote the document).
7. What was Thomas Gray's opinion of Turner?
8. Write a question that you would like to ask Nat Turner if you were interviewing him.

Guiding Questions for the Woodcut Image: *Horrid Massacre in Virginia*

(Use with Lesson 1)

1. List the objects or people you see in the woodcut.
2. Write down the woodcut's title.
3. Record any important dates or numbers that appear on the woodcut. Why do you think these numbers are on the woodcut?
4. List adjectives that describe the emotions shown in the woodcut.
5. Describe the action taking place in the top half of the woodcut.
6. Describe the action taking place in the bottom half of the woodcut.
7. How does the title match the images shown?
8. What is the message of this woodcut? (How does the creator feel about Turner's rebellion?)
9. What types of people do you think would agree with the woodcut's message?
What types of people do you think would disagree with the woodcut's message?

Talking Points About Garrison (Use with Lesson 2)

William Lloyd Garrison was born in 1805 in Massachusetts. He had a tough life when he was young—his father left his family and they were left to try to survive on their own. Because of this, Garrison had to work at a young age. In 1818, Garrison began working as a writer and editor for a newspaper. At the age of 25, he joined the Abolition movement. At first he was a part of the American Colonization Society, but later he decided that he did not want to continue to be a member. He felt that most people in the organization did not want equal rights for African Americans, but rather wanted to continue slavery by getting rid of all free blacks. He on the other hand, wanted immediate emancipation of all slaves, who he believed deserved the same rights as whites. He started his own abolitionist newspaper, called *The Liberator*. His first issue went out in 1831, and his last issue was printed in 1865. He stressed nonviolence and passive resistance as the means to end slavery and founded the New England Anti-Slavery Society and the American Anti-Slavery Society.

Selections from *The Liberator*, Boston, Massachusetts, 3 September 1831

(Use with Lesson 2)

THE INSURRECTION

In the first number of the *Liberator*, we alluded to the hour of vengeance in the following lines:

Wo if it comes with storm, and blood, and fire,
When midnight darkness veils the earth and sky!
*Wo to the innocent babe—the guilty sire—
Mother and daughter—friends of kindred tie
Stranger and citizen alike shall die!*
Red-handed Slaughter his revenge shall feed,
And Havoc yell his ominous death-cry,
And wild Despair in vain for Mercy plead,--
While hell itself shall shrink and sicken at the deed!

Read the account of the insurrection in Virginia, and say whether our prophecy be not fulfilled. What was poetry—imagination—in January, I saw a bloody reality... Turn again to the record of slaughter! Whole families have been cut off—not a mother, not a daughter, not a babe left. Dreadful retaliation! “The dead bodies of white and black lying just as they were slain, unburied”—the oppressor and the oppressed equal at last in death—what a spectacle!....

Ye patriotic hypocrites! Ye panegyrists of Frenchmen, Greeks and Poles! Ye fustian declaimers for liberty! Ye valiant sticklers for equal rights among yourselves!... Cast no reproach upon the conduct of the slaves, but let your lips and cheeks wear the blisters of condemnation!

Ye accuse the pacific friends of emancipation of instigating the slaves to revolt... The slaves need no incentive at our hands. They will find in their stripes—in their emaciated bodies—in their ceaseless toil—in their ignorant minds—in every field, in every valley, on every hill top and mountain, wherever you and your fathers have fought for liberty—in your speeches and conversations, your celebrations, your pamphlets, your newspapers—voices in the air, sounds from across the ocean, invitations to resistance above, below, around them! What more do they need? Surrounded by such influences,

and smarting under the newly made wounds, is it wonderful that they should rise to contend—as other “heroes” have contended—for their lost rights? It is *not* wonderful.

For ourselves, we are horror-struck at the late tidings. We have exerted our utmost efforts to avert the calamity. We have warned our countrymen of the danger of persisting in their unrighteous conduct.... We shall cry, in trumpet tones, night and day,--
Wo to this guilty land, unless she speedily repents of her evil doings! The blood of millions of her sons cries aloud for redress! IMMEDIATE EMANCIPATION can alone save her from the vengeance of Heaven, and cancel the debt of ages!

Vocabulary from *The Liberator* (Use with lesson 2)

Alluded – to refer to

Vengeance – revenge

Veils – covers

Kindred – relatives

Havoc – great destruction

Ominous- threatening, warning of evil or harm

Plead – to beg

Insurrection – rebellion

Prophecy – to tell the future

Retaliation – revenge

Oppressor – those who rules over someone else unjustly or cruelly

Spectacle – sight, show, or display

Hypocrites- people who say one thing but do another, or people who pretend to have beliefs that they don't really have

Panegyrists - praisers

Fustian declaimers – worthless speakers or writers

Valiant –brave

Reproach – criticism

Instigating – to urge to come action , (get them to start a revolt)

Incentive – reward to get someone to do something

Emaciated – to make very thin

Toil - work

Contend – to fight for

Tidings- news

Exerted – put forth

Avert – avoid

Calamity – trouble

Persisting – to continue in a certain direction or path

Redress – relief from wrong

Vengeance - revenge

Guiding Questions Worksheet for Two Articles:

***The Liberator* and Newspaper Article** (Use with Lesson 2)

The Liberator

1. What type of document is this?
2. What is the date of the document?
3. Who wrote the document?
4. For what audience was this document written?
5. List three things the author said that you think are important.
 -
 -
 -
6. What is the meaning of the poem at the beginning of this document?
7. Why does the author call the readers hypocrites?
8. Why does the author say Turner and the other slaves rebelled?
9. Why do you think this document was written? What evidence in the document helps you know why it was written? (Quote from the document.)

10. What is the author's perspective on the rebellion?

Newspaper Article

1. What type of document is this?
2. Where and when do you think this document was probably published?
3. List all the adjectives the author uses to describe Nat Turner. How does the author portray Turner?
4. Why does the author praise some slaves? Why do you think this is in the article?
5. What importance do you think the author places on the skills of reading and writing?
6. How would the author respond to abolitionists who claim that slavery itself will lead slaves to rebellion?

Questions are from

http://www.gilderlehrman.org/teachers/seminar_docs/slavery_doc1.html

Compare and Contrast *The Liberator* and the Newspaper Article

1. Why does Garrison think the rebellion occurred? (Who or what does he blame for the rebellion?)
2. Why does the author of the newspaper article think the rebellion occurred? (Who or what does he blame for the rebellion?)
3. How would Garrison respond if he read the newspaper article?

Talking Points on Various Perspectives on Rebellion (Use with Lesson 2)

Perspectives:

1. Governor Floyd and others: thought revolt the result of black preachers and Yankee agitators
2. Many Southerners: Connected the revolt to Northern abolitionists
3. Some charged Garrison with instigating the revolt.
4. Some felt the need to control slaves more strictly.
5. Some felt the need to end slavery to prevent a revolt from occurring again.
6. Some believed Turner to be a cruel, deceptive man who used religion to persuade the slaves to commit a terrible crime.
7. Some believed Turner was a true religious fanatic.
8. Some saw Turner as a leader of the black community, leading slaves to freedom.
9. Some saw Turner as motivated by pure vengeance.
10. Some whites and blacks believed Turner's actions were evil, but that slavery still needed to be abolished and that slavery was immoral.
11. Black abolitionist David Walker and Thomas Jefferson: predicted the institution of slavery would cause a rebellion.
12. Some advocated black colonization.
13. Some advocated gradual abolition.

Primary Source Quotes From People at the Time

For Students' Role Play (Use with Lesson 3)

Samuel Warner: “..Yet we cannot hold those entirely blameless, who first brought them from their native plains—who robbed them of their domestic joys—who tore them from their weeping children and dearest connections, and doomed them in this “Land of Liberty” to a state of cruel bondage!...The colonization scheme of which we have heard at Washington, was opened to the public with feeling and pathetic acknowledgements that Africans were men and that from us they had a right to look for justice.”

From http://www.gilderlehrman.org/search/display_results.php?id=GLC04548

Thomas Jefferson: “The whole commerce between master and slave is a perpetual exercise of the...most unremitting despotism on the one part, and degrading submissions on the other...Indeed I tremble for my country when I reflect that God is just; that his justice cannot sleep forever.”

From http://www.gilderlehrman.org/teacher/module7/tool_is_pop1.html

Richmond Enquirer author: “The case of Nat Turner warns us. No black man ought to be permitted to turn a Preacher through the country. The law must be enforced or the tragedy of Southampton appeals to us in vain.”

From <http://www.pbs.org/wgbh/aia/part3/3h499t.html>

Richmond Enquirer author: “It is believed that all the brigands were slaves-and most, if not all these, the property of kind and indulgent masters.”

From <http://www.pbs.org/wgbh/aia/part3/3h499t.html>

Governor Floyd: “Not only should the severest punishment be inflicted upon those disturbers of our peace...but decisive measures should be adopted to make all their measures abortive. The public good requires the negro preachers to be silenced, who, full of ignorance, are incapable of inculcating any thing but notions of the wildest superstition...I cannot fail to recommend to your early attention, the revisions of all the laws intended to preserve, in due subordination, the slave population of our State...”

From *The Southampton Slave Revolt* pg.434 Message of Governor Floyd to the Virginia Legislature

Thomas J. Randolph: “There is one circumstance to which we are to look as inevitable in the fullness of time; a dissolution of this Union. God grant it may not happen in our time, or that of our children; but sire, it must come, sooner or later, and

when it does come, border war follows it, as certain as the night follows the day.”
[Randolph put forth a plan of gradual emancipation]

From <http://www.americanheritage.com/articles/web/20051111-nat-turner-slavery-rebellion-virginia> spoken on the floor of the House of Delegates

Virginian: “[Slavery] is a mildew which has blighted in its course every region it has touched from the creation of the world.”

From Boyer, Paul, ed. *The Enduring Vision: A History of the American People*. 1990.

Chapter 10: “The Old South and Slavery, 1800-1860” pg.351

Richmond Enquirer: “The indications of public sentiment from every part of the commonwealth, show that the people are deeply impressed with the necessity of getting rid, as speedily as possible, of the free people of colour. No one feels this necessity more deeply than I do...”

From Tragle, Henry Irving. *The Southampton Slave Revolt of 1831*. Amherst: The University of Massachusetts Press, 1971. *Richmond Enquirer*, 21 October 1831 Pg. 128

A Native of Eastern Virginia: “A memorial is circulating among you, the object of which is to call the attention of the ensuing Legislature to the subject of the bond and free coloured population of this State, and to urge upon them the necessity of devising some means by which the blacks may be removed beyond our borders, and by which, too, the number of slaves may be gradually diminished.”

From Tragle, Henry Irving. *The Southampton Slave Revolt of 1831*. Amherst: The University of Massachusetts Press, 1971. *The Richmond Enquirer* 15 November 1831 pg.140

Written to the editors of the Enquirer: [If send slaves away] “Our State, which is now purely agricultural; and which ought to continue so for many years to come, will be no longer...It is important that they [slaves] should be kept at home, upon their respective plantations, that they should be prohibited from going upon other plantations, without a pass from their master or mistress! That they should be prevented from assembling on Sundays...”

From Tragle, Henry Irving. *The Southampton Slave Revolt of 1831*. Amherst: The University of Massachusetts Press, 1971. *The Richmond Enquirer* 25 November 1831

Richmond Enquirer: “I am of the opinion that security is to be found only in the rigid enforcement of the laws, regulating this class of our population, united with humane and just treatment in the owners, and a determination to keep their slaves at

home:--in the observance of regular patrols, composed of men of character and discretion, in the formation of volunteer corps who might frequently traverse every part, and produce an impression by the exhibition of a military force always prepared for prompt action...”

From Tragle, Henry Irving. *The Southhampton Slave Revolt of 1831*. Amherst: The University of Massachusetts Press, 1971.

Richmond Enquirer letter Jerusalem, September 21, 1831 pg.99

Rubric for Role Play (Use with Lesson 3)

Criteria	4 Excellent	3 Good	2 Satisfactory	1 Poor
Works Cooperatively with partner	Actively works with partner to accomplish task. Works well, is on task, and is a contributing member.	Works with partner to accomplish task. Works well, is mostly on task, and is a contributing member with few needed cues from the teacher.	Works with partner, but is somewhat off task. His / her partner does a greater share of the work.	Is off task and contributes little to nothing to the group.
Presents perspective clearly	Speaks clearly and loudly when presenting using voice intonation and expression.	For the most part, speaks clearly and loudly, using voice intonation and expression.	Speaks somewhat clearly. There is some voice intonation and expression used.	Presentation is not clear. Little to no intonation and expression used.
Uses primary source quote to determine an accurate statement of what his / her person might say	Statement of opinion is accurate and reflects historical understanding of the perspective given.	Statement of opinion is accurate and for the most part, reflects historical understanding of the perspective given.	Statement of opinion is mostly accurate and reflects some historical understanding of the perspective given.	Statement of opinion has multiple inaccuracies and reflects little to no understanding of the perspective given.
Votes according to how his / her person would at the meeting of the VA legislature	Vote is in line with how the actual person would mostly likely have voted.	N/A	N/A	Vote is inaccurate, the actual person would not have voted this way.

Directions for Newspaper Article (Use with Lesson 4)

1. Pick a perspective from a person of the time that you want to portray. (Example: You want to show Turner's rebellion as a horrid massacre. You believe that slaves need to be controlled more strictly).
2. Brainstorm a list of adjectives to describe Turner and his rebellion that match up with your particular perspective. (Example for perspective above: evil, cruel, etc.)
3. Decide what your person would say should be done after Turner's rebellion. What would their opinion be of the Virginia legislature's decision to make stricter laws governing the slaves?
4. Pick one or two quotes from the primary sources that you could put into your article. (Either supporting your point of view, or disagreeing with it).
5. Write your article incorporating the information from above. Make sure the article:
 - Has a paragraph describing the events of the rebellion (at least 5 sentences)
 - Has a paragraph describing what happened as a result of Turner's rebellion (at least 5 sentences)
 - Has at least one quote from a primary source
 - Reflects a clear perspective from a person of the time.

Rubric for Newspaper Article (Use with Lesson 4)

Criteria	4 Excellent	3 Good	2 Satisfactory	1 Poor
Reflects a clear historical perspective	Reflects an accurate perspective from the time. Perspective is shown through choice of adjectives, quotes, and description of events and aftermath of the revolt.	Reflects an accurate perspective from the time. Perspective is shown through choice of adjectives, quotes, and description of events and aftermath of the revolt, but perspective could be clearer.	Perspective is mostly accurate. Few adjectives and descriptions to identify the perspective. Events and aftermath vaguely reflect a particular perspective, but it is harder to identify.	Perspective has multiple inaccuracies or is unclear and unable to be identified through the way the story is told.
Describes the events of the revolt accurately	The revolt is described in detail using descriptive language. The facts are accurate. 5 sentences.	The revolt is described with details, but more could be used. The facts are accurate. 5 sentences.	The revolt is described, but there are few details. The facts are mostly accurate. It may be less than 5 sentences.	The revolt is not described in any detail. There are inaccuracies in historical content. It may be less than 5 sentences.
Describes the consequences of the revolt accurately	The aftermath of the revolt is described in detail using descriptive language. The facts are accurate. 5 sentences.	The aftermath of the revolt is described with details, but more could be used. The facts are accurate. 5 sentences.	The aftermath of the revolt is described, but there are few details. The facts are mostly accurate. It may be less than 5 sentences.	The aftermath of the revolt is not described in any detail. There are inaccuracies in historical content. It may be less than 5 sentences.
Incorporates a primary source	Has at least one primary source. The primary source supports the content of the article and contributes to the author's perspective.	Has at least one primary source. The primary source for the most part supports the content of the article and contributes to the author's perspective.	Has at least one primary source. The primary source does not support well the content of the article or detracts from the author's own perspective.	Has at least one primary source, but the source does not support the content of the article and appears randomly chosen. It detracts from the author's perspective.
Grammar / Spelling	Correct grammar and spelling is used.	Grammar and spelling are mostly correct.	Multiple mistakes in grammar and spelling	So many mistakes in grammar and spelling that it is unreadable.
Works Cooperatively with partner	Actively works with partner to accomplish task. Works well, is on task, and is a contributing member.	Works with partner to accomplish task. Works well, is mostly on task, and is a contributing member with few needed cues from the teacher.	Works with partner, but is somewhat off task. His / her partner does a greater share of the work.	Is off task and contributes little to nothing to the group.

Directions for Cartoon (Use with Lesson 4)

1. Pick a perspective from a person of the time that you want to portray. (Example: You want to show Turner's rebellion as a horrid massacre. You believe that slaves need to be controlled more strictly).
2. Brainstorm a list of adjectives to describe Turner and his rebellion that match up with your particular perspective. (Example for perspective above: evil, cruel, etc.) How could you portray these adjectives and beliefs through images?
3. OR decide what your person would say should be done after Turner's rebellion. What would their opinion be of the Virginia legislature's decision to make stricter laws governing the slaves? How could you portray these beliefs through images?
4. Draw your cartoon incorporating the information from above. Make sure the cartoon:
 - Portrays the events of the rebellion OR portrays the events that occurred after / because of the rebellion.
 - Reflects a clear perspective from a person of the time
 - Includes a title that reflects the perspective you are portraying

Rubric for Cartoon (Use with Lesson 4)

Criteria	4 Excellent	3 Good	2 Satisfactory	1 Poor
Reflects a clear historical perspective	Reflects an accurate perspective from the time. Perspective is shown through choice of image drawn and portrayal of the chosen images.	Reflects an accurate perspective from the time, but perspective could be clearer.	Perspective is mostly accurate, the cartoon vaguely reflect a particular perspective, but it is harder to identify.	Perspective has multiple inaccuracies or is unclear and unable to be identified through the images portrayed.
Portrays the events of the rebellion OR its aftermath	Images reflect a solid understanding of the historical events.	Images reflect an understanding of the historical events.	Images reflect some understanding of historical events.	Little to no understanding of historical events is demonstrated.
Title matches the image	Title fits the image well and reflects the perspective desired.	Title is appropriate and reflects the perspective desired for the most part.	Title fits, but does not reflect a perspective.	Title does not fit the image or reflect the perspective.
Image quality	The cartoon is neat and it is clear that attention had been given to detail.	The cartoon is neat and has some detail.	The cartoon is a bit sloppy or is lacking in detail.	The cartoon is sloppy and has no details.
Works Cooperatively with partner	Actively works with partner to accomplish task. Works well, is on task, and is a contributing member.	Works with partner to accomplish task. Works well, is mostly on task, and is a contributing member with few needed cues from the teacher.	Works with partner, but is somewhat off task. His / her partner does a greater share of the work.	Is off task and contributes little to nothing to the group.