

Digital Travel Trunk

The Other Side of Slavery: Lives of Enslaved House Servants

Theme	Enslaved Domestic Servants in the 1800's
NCSS C3 Framework Student Standards	D2.His.2.3-5. Compare life in specific historical time periods to life today. D4.1.3-5. Construct arguments using claims and evidence from multiple sources.
Louisiana Standards for Social Studies	3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions. 3.1.2 Explain how technology has changed family and community life in Louisiana over time.
Compelling Question	What can we learn from people who were enslaved house servants in the 1800s?
Supporting Questions	How was the process of creating fabric and clothes different in the 1800's than it is now? What inventions or technology did enslaved house servants use for their jobs? How did the sewing machine, loom, and mangle affect enslaved house servants' work?
Description of Artifact 1 in the Digital Travel Trunk	<u>Sewing Machine</u> - It is a part of a desk, with the sewing area on the top. The desk has a large pedal at the bottom that the seamstress uses to control the machine. Sewing played a large part in the lives of all 19th century women (and sometimes men), both enslaved and free. On a plantation, this task was often delegated to an enslaved house servant, whose job would be to make clothes for everyone on the plantation. Former enslaved person, Louis Hughes, mentioned how he would often sew for the entire day when making clothes for the farm hands. Even after slavery was formally abolished, sewing was still a big part of life. A newspaper

	<p>article about the Hampton Institute in 1900 describes how sewing was one of the primary lessons taught to former enslaved peoples.</p>
<p>Corresponding Primary Source(s)</p>	<p>Hampton Institute: Shaw, Albert, and Daniel Murray Pamphlet Collection. "Learning by doing" at Hampton. New York: American Monthly Review of Reviews, 1900, PDF. https://www.loc.gov/item/91898485/. Medium [16] p.ill.; 23 cm.</p> <p>Hughes, Louis. <i>Thirty Years a Slave from Bondage to Freedom the Institution of Slavery as Seen on the Plantation and in the Home of the Planter</i>. Milwaukee, Wi: South Side Printing Company, 1896. https://docsouth.unc.edu/fpn/hughes/hughes.html</p> <p>Leyden, A. "Sewing Machines!" <i>Weekly Intelligencer</i>. October 14, 1858. https://gahistoricnewspapers.galileo.usg.edu/lccn/sn91074142/1858-10-14/ed-1/seq-3/#date1=10%2F14%2F1858&city=Atlanta&date2=10%2F14%2F1858&words=Machine+MACHINES+Machines+Sew+sewing+SEWING+Sewing&searchType=advanced-text=&index=0&sequence=0&proxdistance=5&rows=12&ortext=&proxtext=&andtext=Sewing+Machines%21&page=1</p> <p>Stevenson, Brenda. <i>Life in Black and White: Family and Community in the Slave South</i>. New York: Oxford University Press, 1996. Internet Archive.</p>
<p>Description of Artifact 2 in the Digital Travel Trunk</p>	<p><u>Loom</u> - The loom was used as a way of making cloth. The user would place the thread into the loom and hand crank it until it made cloth. The loom made creating cloth for the sewing machine easier.</p> <p>Looms were hand-operated machines used to make cloth from individual pieces of thread. On a southern plantation, either the free women or an enslaved person would weave cloth to make clothes for everyone on the plantation. According to Louis Hughes, a former enslaved person, the woman who worked the loom had to weave nine to ten yards per day. Another former enslaved person recalled her experience weaving and said that her mistress would make her weave clothes for the soldiers until 12 o'clock at night (Glymph p.113).</p>

<p>Corresponding Primary Source(s)</p>	<p>Hughes, Louis. <i>Thirty Years a Slave from Bondage to Freedom the Institution of Slavery as Seen on the Plantation and in the Home of the Planter</i>. Milwaukee, Wi: South Side Printing Company, 1896. https://docsouth.unc.edu/fpn/hughes/hughes.html</p> <p>Glymph, Thavolia. <i>Out of the House of Bondage: The Transformation of the Plantation Household</i>. Cambridge: Cambridge University Press, 2008.</p> <p>Wilkinson, Eliza, and Joseph Meredith Toner Collection. <i>Letters of Eliza Wilkinson, during the invasion and possession of Charlestown, S.C.</i> New York, S. Colman, 1839. Web.. https://lccn.loc.gov/13018437.</p>
<p>Description of Artifact 3 in the Digital Travel Trunk</p>	<p><u>Mangle</u> - Invented in 1850, this machine was used in washrooms by domestic servants to press and wring the water out of clothing and cloth. Typically, the tasks of washing and ironing clothes took place on separate days. Louis Hughes worked in the laundry room while he was enslaved and after slavery was abolished, he opened up his own laundry service where he would have used tools like the mangle in order to clean and press clothing for his clients. In her book, Thavolia Glymph mentions a former mistress who “did the washing for six weeks, came near ruining [her]self,” revealing just how difficult and time consuming it was to wash, dry, and iron clothes (p. 143).</p>
<p>Corresponding Primary Source(s)</p>	<p>Hughes, Louis. <i>Thirty Years a Slave from Bondage to Freedom the Institution of Slavery as Seen on the Plantation and in the Home of the Planter</i>. Milwaukee, Wi: South Side Printing Company, 1896. https://docsouth.unc.edu/fpn/hughes/hughes.html</p> <p>Glymph, Thavolia. <i>Out of the House of Bondage: The Transformation of the Plantation Household</i>. Cambridge: Cambridge University Press, 2008.</p> <p>“Washing Machines, Wringers, Mangling Machines, Drying Closets: Catalogue No. 119.” Manchester EN, 1878,</p>

	<p>smithsonian.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwY2AwNtIz0EUrExJTgM3a5ETzpGRgcyQtEXQouJFFWmqquXFyoplRCmj4IzDIPNTdPNTHKJCJIQg-gQpM6bqljmMx5Eoc9IMFYddbAxUm5uSAThfMBeZEYF_AWA1-5iBof7uROah75ubhwc3AXQwauAA2aYGRgFShuAkysDtDxk2EGJhS80QYbKKGXGinkghc3phbrKJRDRtyArNxE0F5bFMmUItD2JIXknPzi1JJiUQZFN9cQZw9dJOvi oQMz8RAnGokxsAB7-qkSDAqWSWapiYnANkOSpYlJapJZYopRUmISsMJNTDixTDRLIWSQwm2OFD5JadDme dBZuqCxAxkG1jRg2k6VRQkFOXDIACLaoUu. Accessed 15 Oct. 2020.</p>
<p>Teaching Objectives</p>	<p>By completing a Venn Diagram, students will compare and contrast how clothes were made in the 1800's and today.</p> <p>By viewing artifacts and completing a worksheet, the students will analyze the purpose of the loom.</p> <p>By creating visual step by step instructions, students will display how simple tasks are much easier now than in the 1800's.</p> <p>By creating a pamphlet, students will argue for the end of enslaved house servants and all enslaved people.</p>

Instructional Strategies

Instructional Strategy	Sequence of the Strategy
<p>Activate Background Knowledge/Text Reading</p>	<p>The teacher will begin by activating background knowledge about enslavement with the following questions:</p> <ul style="list-style-type: none"> ● What have you learned about enslavement? ● What have you learned in your class about enslavement already? ● What have you learned at home, from books, or from movies? <p>Students and teacher will then explore the attached worksheet (“Slave Life on a Southern Plantation”) to learn information about enslaved domestic workers.</p>
<p>Graphic Organizer - Sewing Machine</p>	<p>Students will explore the images and information about the sewing machine. The teacher will then lead a discussion on the following topic: how clothes were made then versus now. Students can look at a clothing tag for today. The following questions should be addressed for each time period:</p> <ul style="list-style-type: none"> ● What materials are used? ● Who makes them? ● How are they made? ● What equipment is used to make them? ● What are the conditions of the workers? ● Are the workers paid? ● Who makes money by producing and selling these things? <p>After discussing, the student will then either complete the Venn Diagram together as a class or individually to compare the differences and similarities. Class should then reflect about the differences.</p>

<p>Visual Discovery/Writing Prompt - Loom</p>	<p>Upon viewing the pictures and video of the loom, students will complete the Visual Discovery Handout to answer questions about the loom. Students will then read the information given about the loom and look for answers for numbers 3 and 4 on their handout. Upon completing, students will then complete a short writing prompt: How do you think the invention of the loom changed the lives of enslaved domestic servants at the time? Do you think this invention made their work easier? Do you think this invention influenced today's technology?</p>
<p>Visual Step by Step - Mangle (Laundry Press)</p>	<p>The teacher will show the students a video of how to use a mangle. After watching the video, the students will create step by step instructions on how to use the mangle. Students will write a sentence, or more if needed, for each step. Then the students will draw and color a picture associated with each step. Students should have 3 to 5 steps. Steps should be similar to the following:</p> <ul style="list-style-type: none"> ● Rinse or soak clothes in warm, soapy water. ● Scrub the clothes on a washboard. ● Put the clothes through the mangle to ring out excess water. ● Hang the clothes on a line to dry completely. <p>Lastly, students will write if they would prefer to do laundry with a mangle or with modern technology and why. Students will also determine how this changed the lives of domestic enslaved servants. This should be 2 to 4 sentences.</p>

Summative Assessment

Name of Project-based Assessment	Description
Literature Reading / Anti-slavery pamphlet propaganda	Teacher will read “Chapter 5: The Fight to End Slavery” from the book <i>Slavery in America</i> , which explains how the process of freeing enslaved people started with the Emancipation Proclamation. After the anchor lesson students will be asked to work in pairs to create a pamphlet arguing for the end of enslaved people. They will be allowed to use the information gathered from the lesson or any reference from their textbooks. Their pamphlet must have at least one picture per page, and a heading/title as well. There must be a cover page for the first page, and a reference page for the back page/last page. For the middle pages, students will be able to choose the topics that they feel strongest about to argue against.

Authentic Assessment Grading Rubric

Area of Grading	1	2	3
Picture use	There was less than one picture per page.	There was at least one picture per page, but they did not fit with the topic being discussed on that page.	There is at least one picture per page. Pictures correlate with the information discussed.
Information	The information gathered was inaccurate or not from the lesson.	Information gathered was from the lesson, but has little to no “depth” to it. Information is somewhat accurate	The information came from the lesson and shows evidence of higher order thinking. Information is accurate.
Graphic design	The pamphlet is hard to read or follow. The pamphlet does not flow.	The pamphlet is somewhat easy to read and follow. The pamphlet does not flow completely.	The pamphlet is easy to read and follow. The pamphlet flows throughout.
Grammar/Spelling	There are more than 10 spelling or grammar errors.	There are 9-6 spelling or grammar errors.	There are 5-0 spelling or grammar errors.

Differentiated Instruction

1. Visual Discovery/Graphic Organizer - Sewing Machine:

- The teacher can group the students either in similar ability levels or mixed ability levels. The teacher can then work closely with those groups needing more assistance. For groups of mixed abilities, the students can be given roles according to their strengths and weaknesses such as the reader, writer, researcher, and speaker.
- The Venn Diagram can be completed together as a class.
- The teacher can have a pre-made list explaining the process and product of the clothes from today's time period instead of having students read and research it themselves.
- All information can be read aloud by teacher.
- The amount of information on the Venn Diagram can be limited to 1 or 2 items per space.
- Higher level students can be asked to include more items on the Venn Diagram.
- Higher level students can write more than their peers in small groups.

2. Visual Discovery/Writing Prompt - Loom:

- Teacher can read the given loom information aloud or can be read together as a class.
- Teacher can allow students to work in pairs or groups to complete the worksheet.
- Teacher can plan a field trip for students to view the items in person instead of digitally.
- Students can draw an illustration as a way to answer the prompt.
- Students can verbally answer the prompt instead of writing.
- Higher level students can write more about the loom than their peers.
- Higher level students can conduct their own research to find more information on the use of the loom.

3. Visual Discovery/Step by Step - Mangle:

- For writing the steps of the mangle after the video, the steps can be written as a class instead of individually.

- The steps of the mangle can also be done with partners. They can both draw and color their own pictures or work together. They can collaborate on writing a sentence on their preference.
- The teacher can let them view the video at home before class and then watch the video again in class to better understand the use of the mangle.
- The teacher can tell them to watch the video before class, and then choose a different video to view in class for further information.
- Higher level students can include more steps. They could also do the same amount of steps but make them more in depth.

Resources:

Materials and Resources Needed:

Computer, copies of handouts, pencil, blank paper, construction paper, printer, article of clothing with a clothing tag, scissors

Student Handouts:

Text Handout:

Slave Life on a Southern Plantation



This slave was an artisan expert in sewing.

After 12 to 15 hours of work, the slaves could return to their cabins. Although they were tired, they still had to prepare their evening meals, tend to their children, **mend** their clothing, etc. Many slept very little when they had to work again.

Slaves worked from dawn to well after dark from Monday through Saturday. Sundays were the only day they had to rest during the week. The only holidays that were usually free of work were Christmas and the Fourth of July.

Many large Southern plantations also had a small number of skilled **artisans** who were also slaves, as well as enslaved house workers. The artisans were carpenters, blacksmiths, and craftsmen of every description. They were usually men. House workers could be male or female. Slave women did all the cooking, cleaning, washing of clothes, milking, iron polishing, sweeping, food service, and child care. Slave men tended the horses, drove the carriages, and kept the gardens. House slaves worked seven days a week. They also had to be alert at any hour of the day or night.



Slaves lived in cabins like this one in the picture.

Most slaves lived in one-room **cabins**. The cabins were made of logs. They were not well built. As a result, some roofs could not stop rain or snow. If a slave cabin had windows, it didn't have glass. When the rain and snow came in, the dirt floor of the cabin turned into mud. Slaves didn't have any furniture. They slept on a pile of rags or **straw**. Some were given a blanket; many were not.

House slaves often lived in the plantation house. They might have had a space to sleep near the kitchen, laundry, or stable. House slaves usually had better clothing than slaves in the field because they

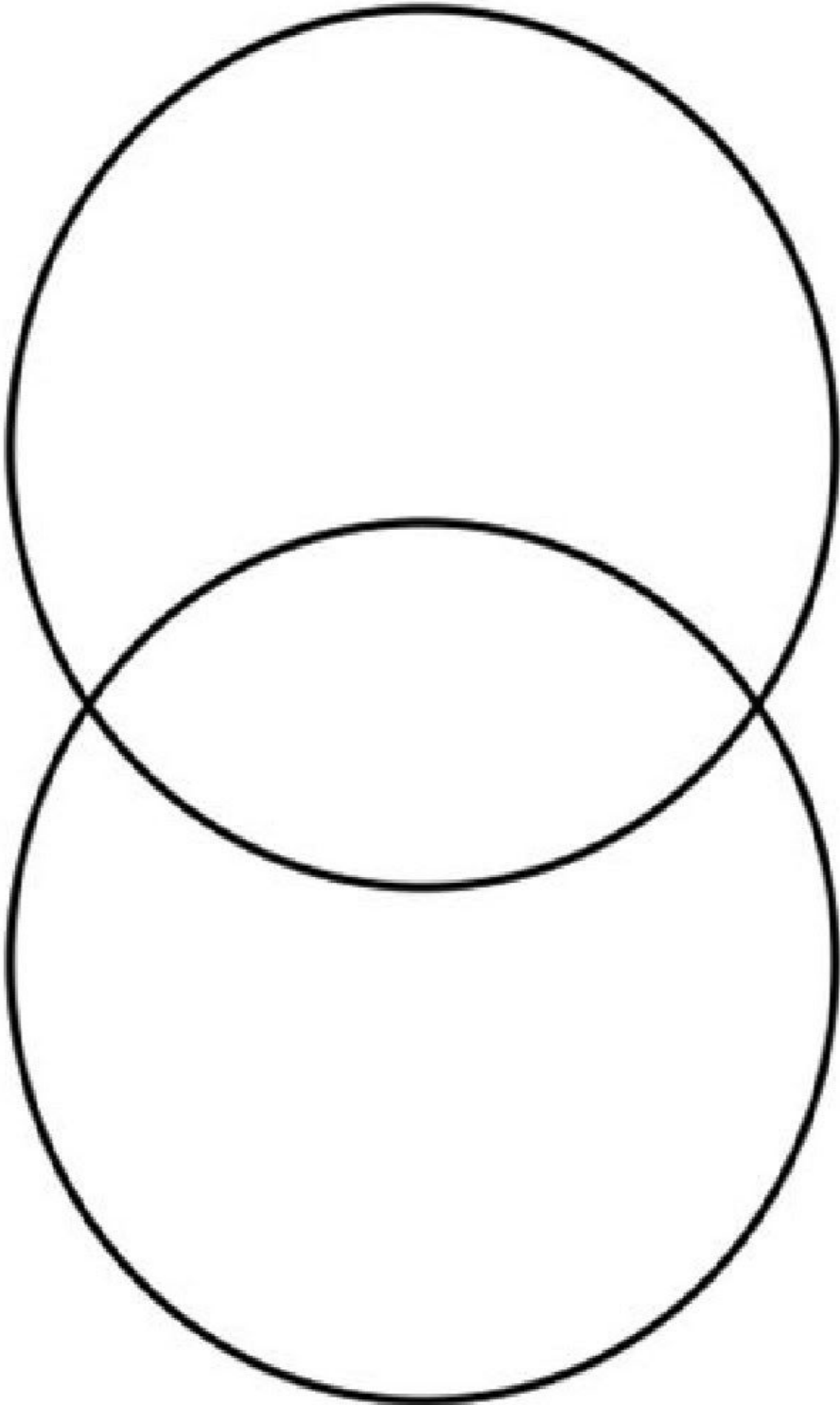
often received their slave owners' old clothes. Some slaves received shoes; many did not receive any.



Sewing Machine Venn Diagram:

Clothing Today

Clothing in the 1800's



Visual Discovery Handout:

1.	TYPE OF ARTIFACT Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material. <input type="text"/>
2.	SPECIAL QUALITIES OF THE ARTIFACT Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it. <input type="text"/>
3.	USES OF THE ARTIFACT A. What might it have been used for? <input type="text"/> B. Who might have used it? <input type="text"/> C. Where might it have been used? <input type="text"/> D. When might it have been used? <input type="text"/>
4.	WHAT DOES THE ARTIFACT TELL US? A. What does it tell us about technology of the time in which it was made and used? <input type="text"/> B. What does it tell us about the life and times of the people who made it and used it? <input type="text"/> C. Can you name a similar item today? <input type="text"/>
5.	BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

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