Voices from the Days of Slavery

Interview with Fountain Hughes

Hermond Norwood: Yes, you wore a dress.

Fountain Hughes: Yes. I didn’t wear no pants, and of course didn’t make boys’ pants. Boys wore dresses. Now only women wearing the dresses and the boys is going with the, with the women wearing the pants now and the boys wearing the dresses. Still [laughs].

By: Morgan Banks
March 29, 2010
Pennsylvania State Teaching Standards

History
8.1.6. B Explain and analyze historical sources

6.3.6 A Explain how scarcity influences choices and behavior.

Reading, Writing, Speaking, & Listening

4.A.1.3.1: Make inferences and/or draw conclusions based on information from text.
Inquiry Based Learning Model Used

Questioning-
I will lead the students in a discussion about clothing and gender by asking questions that distinguish girls from boys.

Researching-
The teacher will show students pictures of slave girls and boys and have them listen to the interview with Fountain Hughes.

Discussing-
The teacher will lead the students in a discussion about the economic reasons why slave girls and boys would have dressed alike.

Creating-
Students will draw a comparison picture of a slave girl or boy and a girl or boy from today.

Reflecting-
The teacher will have the students discuss other reasons why slave owners would have had slave girls and boys dress alike.

Assessment-
The teacher will have the student’s list three economic reasons why slave owners had slave girls and boys dress alike.
Descriptive Walk-Through

This action plan for learning describes an activity that I would use during my unit on slavery. The social studies curriculum for fourth grade in my school district specifically focuses on slavery. The main goal of my activity will be to show the importance of preserving history by using primary sources. Primary sources are the raw materials of history, original documents and objects which were created at the time under study.

To begin my lesson, I would begin with a questioning session. I would lead the students in a discussion about clothing and gender by asking questions that distinguish girls from boys. First, I would ask for a girl volunteer and a boy volunteer to come to the front of the room. I would select volunteers who fit the stereotypical look for a girl and boy. Meaning I would like the girl to be wearing a skirt or dress and the boy to be wearing pants. Together the students and I would create a T-chart distinguishing the difference in clothing between girls and boys. Then, I would ask a girl and boy volunteer to come to the front of the room. I would like these volunteers to be dressed similarly; meaning jeans, t-shirts, and tennis shoes. The students and I would create a Venn-Diagram discussing the differences and similarities of the two students.

The next part of the lesson would be researching. I would show the students a collection of photographs of slave boys and girls. I would distribute a handout to the students, where they could jot down notes about each photograph. As a class, we would listen to the oral history of Fountain Hughes. This oral history was taken from the “Born in Slavery: Slave Narratives from the Federal Writers’ Project” collection. Specifically, it is entitled Voices From the Days of Slavery interview with Fountain Hughes. The audio file is located online at the following Library of Congress (LOC) address: http://hdl.loc.gov/loc.afc/afc9999001.9990a. There is also a transcript available online, at this address http://memory.loc.gov/cgi-
After listening to the interview, and reading along with it, we would have a mini-discussion comparing our notes from looking at the photographs to what Mr. Hughes said in his interview.

Following researching, the class and I would have a discussion about the economic reasons why slave owners would have dressed slave girls and boys alike. The students would be given a “Predict & Answer” handout. They would be given 2-3 minutes to answer true or false to the ten prediction statements. Then, as a class we would read an article entitled “Slave Owners-Why They Dressed Slave Boys and Girls Alike.” While reading as a class we would highlight the economic reasons why slave girls and boys were dressed alike, along with checking their “Predict & Answer” handout filling in the correct response.

Following the discussion, the students will engage in creating a mini poster. Each student will be required to create a mini poster. The mini poster will include a comparison drawing of a slave boy/girl and a girl/boy from today. The students will display their mini posters on their desks, and the class will participate in a class gallery walk. A class gallery walk is when students travel around the classroom and view their other classmate’s posters and they leave constructive criticism.

The reflection part of the lesson will involve having the students discuss other reasons not stated in the article about “why slave owners would have dressed slave boys and girls alike.” In small groups, the students will come up with three other reasons why slave boys and girls would have been dressed alike. After each group has finished, each group will present their reasons to the class and as a class we would have a whole group discussion.

Finally, the assessment portion of the lesson will be to have the students write down three reasons why slave owners had slave girls and boys dress alike.
Quiz: Slavery
Grade: 4
Short Answer

Directions: Read the question below. Answer the question to the best of your ability.

Please list three economic reasons why slave owners would have dressed slave girls and boys alike.

1.

2.

3.
## Economic Reasons Rubric

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