

## 4<sup>th</sup> Grade Slavery Program Activity Overview

- I. Introduction – 3 minutes**
  - a. Introduce myself
  - b. Discuss what an archives is and briefly touch on primary resources.
  
- II. PowerPoint (includes photos) – 8 minutes**
  - a. Students will learn what life was like as a slave.
  
- III. Primary Resource Activity (Emancipation/Registration Record) – 12 minutes**
  - a. With the guidance of Public Outreach Coordinator (POC), the class will read together out loud the emancipation record. (She will show the original record on the PowerPoint). POC will explain what an Emancipation/Registration Record is and its function.
  - b. Students will draw a picture of what the person (who is described in the record) looked like. The record describes the physical characteristics of the person who is being freed.
  
- IV. PowerPoint (includes photos) – 3 minutes**
  - a. Students will learn why many former slaves settled in Greene County, Ohio
  
- V. Timeline Activity – 25 minutes**
  - a. Students will receive a blank timeline template along with a paper that contains key dates and events that highlight a former slave's life. Students will have to put these events in order on the timeline and will need to illustrate above or below the text box a picture illustrating the event.
    - i. POC will help guide the students using her own timeline she created.
  - b. Discuss timelines and share.

## Slavery Educational Program

### Designed to Fit the Following Ohio Social Studies Educational Standards:

#### **4<sup>th</sup> Grade:**

- 1) The order of significant events in Ohio and the United States can be shown on a timeline.
- 2) Primary and Secondary sources can be used to create historical narratives.
- 3) Various groups of people have lived in Ohio over time including prehistoric American Indians, migrating settlers, and immigrants. Interactions among these groups have resulted in both cooperation and conflict.
- 5) The Northwest Ordinance established a process for the creation of new states and specified democratic ideals to be incorporated in the states of the Northwest Territory.
- 7) Sectional issues divided the United States after the War of 1812. Ohio played a key role in these issues, particularly with the anti-slavery movement and the Underground Railroad.
- 13) The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious). Ohio's population has become increasingly reflective of the cultural diversity of the United States.
- 15) Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.
- 18) Laws can protect rights, provide benefits and assign responsibilities.

#### **5<sup>th</sup> Grade:**

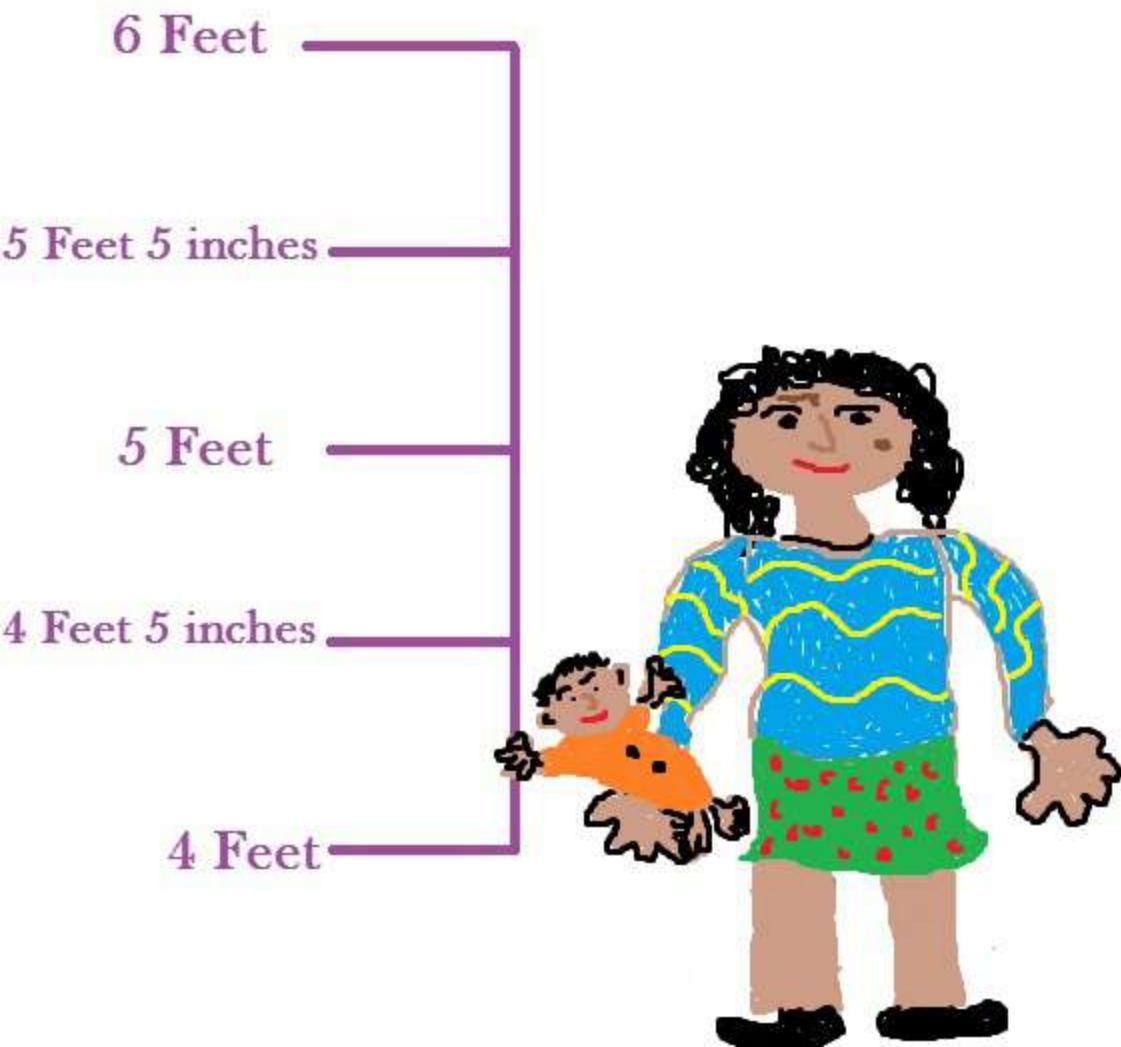
- 1) Multiple-tier timelines can be used to show relationships among events and places.
- 4) Globes and other geographic tools can be used to gather, process and report information about people, places and environments.
- 6) Regions can be determined using various criteria (e.g. landform, climate, population, cultural, economics).
- 11) Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.
- 14) The choices people make have both present and future consequences.

## Transcript for Laura Smith – 1858

- ① William F. Smith of Washington County Mississippi, has this day  
at the County of Greene and State of Ohio,
- ② Bringing persons into State of Ohio. Manumitted, set free, from  
all service and Servitude
- ③ [Namely]: Laura Smith aged 32 years[,] Mother of children
- ④ Laura is a Mulatto woman three fourths white,
- ⑤ Mole on right cheek and Scar on the left forehead,
- ⑥ About five feet 2 inches high

Please draw a picture of Laura Smith using the information from the Transcript

**Laura Smith**



Laura  
Smith

**DIRECTIONS:**

Using these dates, fill in the blank timeline. Be sure that you put the dates in order. Place each date and description in the blank word boxes. Above or below the word boxes, draw a picture to illustrate what is happening during this date.

\*Also, please create a title for your timeline in the box at the top of the page.

**1822**

The family buys land in Greene County, naming it the Brown Settlement.

**1798**

Godfrey earns money by working for other planters while a slave in Virginia.

**1843**

Godfrey dies and is buried at Brown Cemetery.

**1822**

The family moves from Virginia to Greene County, Ohio. On the journey north, the family brings horses, household items and money hidden in a tobacco box.

**1820**

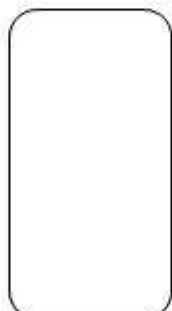
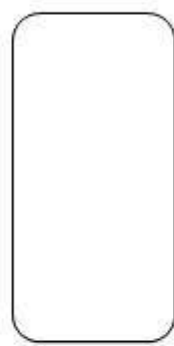
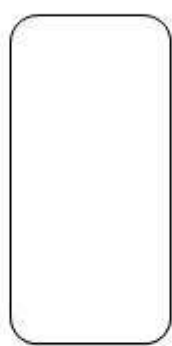
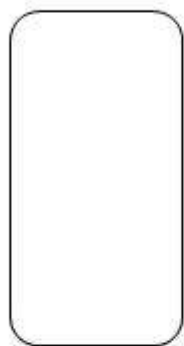
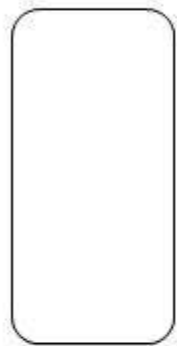
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**Circa 1830**

The family builds a church, a log school and a cemetery on their land.

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# Godfrey Brown & the Brown Settlement

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