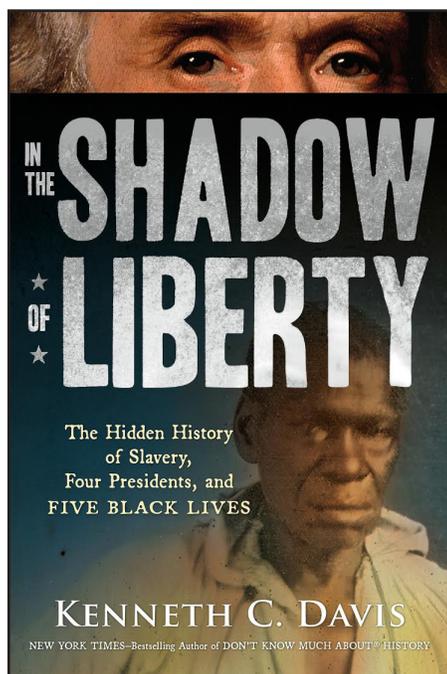


A TEACHER'S GUIDE FOR

IN THE SHADOW OF LIBERTY

The Hidden History of Slavery, Four Presidents, and Five Black Lives



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Ages 10–14

ABOUT THE BOOK

Did you know that many of America's Founding Fathers—who fought for liberty and justice for all—were slave owners?

Through the powerful stories of five enslaved people “owned” by four of our greatest presidents, this book helps set the record straight about the role that slavery played in the founding of America. From Billy Lee, valet to George Washington, to Alfred Jackson, faithful servant of Andrew Jackson, these dramatic narratives explore our country's great tragedy—that a nation “conceived in liberty” was also born in shackles.

These stories help us know the real people who were essential to the birth of this nation but who have traditionally been left out of the history books. Their stories are true—and they should be heard.

FOR
USE WITH
COMMON CORE
STATE
STANDARDS

ABOUT THE AUTHOR

KENNETH C. DAVIS is the *New York Times*–bestselling author of *America's Hidden History* and *Don't Know Much About® History*, which gave rise to the Don't Know Much About® series of books for adults and children. A frequent guest on national television and radio and a TED-Ed Innovative Educator, Davis enjoys both in-person and virtual visits with middle- and high-school classrooms to discuss history. He lives in New York City.



Nina Subin

This guide is aligned with the NCSS C3 Framework for Social Studies State Standards and the Common Core State Standards. Standards for the sixth grade are noted but activities can be applied to grades three through seven. To attain specific grade-level standards for their classrooms and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your kids best!



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DISCUSSION QUESTIONS

1. As Dr. Johnson wrote in his pamphlet, *Taxation No Tyranny*, “How is it that we hear the loudest yelps for liberty among the drivers of negroes?” What do Davis and Johnson think about so many Founding Fathers fighting for liberty whilst owning slaves?
2. Describe the Triangle Trade and how slavery expanded into the North American continent. Use sensory details as you craft your response.
3. “At the hour of George Washington’s last battle and greatest triumph—the victory that assured independence for the United States of America—thousands of enslaved people surrendered any hope of gaining their freedom” (pg. 43). Why does Davis structure this sentence to show the freedoms gained and lost by groups in the United States?
4. When Ona Judge ran away from Philadelphia, she chose Portsmouth, New Hampshire as her final destination. Why was Portsmouth an ideal spot and how was it the wrong choice?
5. How was Ona Judge’s role as an enslaved servant for Martha Washington similar and different to Billy Lee’s role for General Washington?
6. “In 1779, Henry Clinton, the British commander in chief in America, again issued an offer of freedom. It was not done out of the goodness of his heart—and the offer came with some fine print. Only the *rebellious patriots* would lose their slaves” (pg. 132). How does Henry Clinton’s proposal compare with Abraham Lincoln’s Emancipation Proclamation, which stated “all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free.”
7. Sourcing a document is an important skill for any historian. When sourcing, a reader must question who wrote a document, when they wrote it, and why, in order to establish historical accuracy. When sharing the information Reverend Charles Campbell learned from Issac Granger, an enslaved man living at Monticello, Davis reminds the readers they “must be treated for what they are—memories colored by time” (pg. 140). Why does he caution the reader to source the evidence provided by Granger?
8. How did enslaved and free African Americans participate in the War of 1812? What motivated their participation?
9. “And when the White House officially reopened to the public on New Year’s Day 1818, the restored mansion—like the original—had been built with slave labor” (pg. 190). What does this sentence reveal about Davis’s purpose for this book?
10. On page 219 Davis states, “Enslaved people had a world of their own.” Describe the world of an enslaved person, aside from their job descriptions.

CCSS.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCSS.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.



COMMON CORE ACTIVITIES:

♦ In the introduction of the book, Davis remarks, “It is also about the deep scars that slavery left on America—old wounds that surface in racial conflict today. Some people believe that slavery is ancient history, a thing of the past that no longer matters. That is wrong. ‘The past is never dead,’ wrote the American novelist William Faulkner, a son of the South. ‘It’s not even past.’ (pg. xii)”

Why does Davis agree with Faulkner’s assessment? Provide examples from current events to prove his point.

CCSS.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

♦ Using the data provided in the Slavery in America Time Lines, create a chart or graph using the census data that shows the number of blacks, free and enslaved, living in the United States, and the proportion of white, free, and enslaved people. What patterns emerge when you collect this data? What does this data show about slavery in America?

CCSS.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.MATH.CONTENT.6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

CCSS.MATH.CONTENT.6.SP.B.5.C Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

♦ Throughout the book, Davis refers to the slave notices published in newspapers so slave owners could locate and recover runaways and fugitives. Using the collection of Virginia ads found here <http://nationalhumanitiescenter.org/pds/maai/enslavement/text8/text8read.htm>, write a response to the slave owner from the point of view of an abolitionist.

CCSS.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

♦ On page 262 Davis states, “There are no poems or statues that recognize William Lee, Ona Judge, Isaac Granger, Paul Jennings, and Alfred Jackson.” Contact your local senator (<http://www.senate.gov/senators/contact/>) and explain why creating a memorial to honor one of the lives introduced in this book is important. Provide specific evidence to support your claim.

D2.Civ.10.6-8 Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society

D2.Civ.14.6-8 Compare historical and contemporary means of changing societies, and promoting the common good.

CCSS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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