

## Working with Readings through Objects Lesson Plan

**Objective:** To allow students to draw on readings about the American Revolution and past knowledge to tell a story linking the objects presented to them.

**Method:** Students should be split into four groups to spend 45 minutes to tell a story or set of stories about the Atlantic American World between 1680- 1780, using materials handed out. Then have the students present their stories.

### **Materials:**

Group 1: Land deeds, Indian corn, sugar cane, Dutch Documents or Dutch objects

Group 2: Wampum, Declaration of Independence, Rice

Group 3: Deer skin, Gourd\*, Menorah, Indigo

Group 4: Beaver Pelt, Bible, Rum, Tea

*\*{Side Note: Objects to directly signify Africans- music instruments. Africans came to America with nothing- made a whole range of instruments-drums, pipes (flute like), Banjo with gourds. Simple instruments made with wire or strong taught twine to pluck. Made baskets right away- found mostly in the south.}*

### **Questions to ask students:**

What stories do these objects tell?

How do these objects make the readings come alive?

How do they help describe the Atlantic World from 1680-1780?

Which materials were new to your thinking?

### **Examples:**

Beaver Pelt, Bible, Rum, Tea Group

- Exploitation and triangle trade
- Beaver pelt- student use to represent Native American displacement importance of NA knowledge (French)
- Rum- English wanting part of the action- trade; land.
- Tea- British monopolize economic power. {Side Note: Merchants who made money off tea trade were loyalists }
- Bible (English King James Version)- Puritans “God’s chosen people”- shaped interactions.

*{Side Note: Caribbean Land most times Africans did not necessarily come directly from Africa. They would stop in the Caribbean where they stayed anywhere from 6mos-1.5 years and then brought to America to be sold.}*

Land deeds, Indian corn, sugar cane, Dutch Documents Group

- Indian Corn- relates to NA life-ways: changes; adoptions of European trade goods. Europeans: Food, trade, land.
- Sugar cane- Used to produce rum; slaves
- Land deeds- collision of cultures; concepts of land ownership; reflects economy in open operation; European rationalization invasion.
- Dutch Maps- multi cultural {Compare it to Indian map}

**Idea:** You can ask 4<sup>th</sup> graders to make their own maps and see what they come up with.

*{Side Note: Indians are not ignorant but the concept of land ownership is different to them. Indians were manipulated for example they become in debt with trade and they are then forced to sign deeds over, even if they do not have the title to such deeds (only a few Indians).}*

Deerskin, Gourd, Menorah, Indigo Group

- Identity- order- place- direction.
- Gourd- Agricultural economy; cash-interior.
- Deerskin- trades-frontier-south, southwest: attempt to enslave Indians.
- Indigo-Not Native American exclusive to S. Carolina from Europe; 20% cash crop from European (European women); slaves.
- Menorah- diversity; struggles of religion and cultures.

Wampum, Declaration of Independence, Rice group

Mini series with stories of exclusion.

- Declaration of Independence- Old white men; look at exclusion for black, N. Am., women.
- Rice- Geography and economy of south; labor-slaves-40% slaves came from Charles town, SC.; African origin-need skilled African labor. {Side Note: Wild rice is not rice but grain.}
- Wampum- depiction in Declaration of Ind.; loss of land; problems with Indian displacement