

Teen Museum about Slavery



**** This is an integrated project. Your grade will count in both English and History class. ****

You will be working as an entire grade to create a full wikispace that will function as an online teen museum for other middle schoolers to learn about slavery and abolition.

www.teenslaverymuseum.wikispaces.com

To best reach your teen audience, your exhibit must be educational, engaging, and interactive. It will include written, visual, multimedia, and online components and content. While there are some requirements that you must include, for the most part you are free (and encouraged!) to be creative and innovative. However, please always keep in mind that we are studying an extremely serious subject matter, and it should be treated with respect and dignity.

You will be reading two of the slavery book club books. In your first group, you will work together to create an exhibit about the book. In your second group, you will work together to create an exhibit about historical subtopics that relate to the book.

The REQUIRED Topics for Round 1

Each book exhibit must include all of the following items embedded into your site:

- **A Glogster poster that explains important topics in your book.**
 - Main characters – their names, character traits, internal conflicts
 - Setting and implications
 - Three poignant quotes from the text
 - Themes
 - Author's style
 - Name, background of author, author's intent/purpose
 - Links (2+) to relevant web sites
 - You will craft a thoughtful summary message that welcomes and motivates teens to explore your exhibit. You will record this message and embed it into your Glogster. The written Glogster information must be well-written and well-developed with specific details. When you quote from the text, you must use quotation marks and cite the source. Cross-text connections and historical implications should be reflected in the recording.
- **A playlist** for your main character (if there are several, pick at least one). Create a separate Glogster poster for the playlist. Include at least six songs (list each song title and singer/group). Record a thoughtful explanation for why each song belongs on the character's playlist. Be sure to include a title for the poster (ex/*Kristen's On the Run playlist* or *Melissa's Survival Songs*)
- **A found poem** from your book. Use Picnik to display it on an appropriate background.
- **A Wordle** of poignant words from your book.

- **A sound recording or video** of one of your book club sessions. Provide information and context for the recording or video so that teens understand what they're listening to.

The REQUIRED Topics for Round 2

Groups will create museum exhibits for the following categories:

- ***Adaptation (Copper Sun)*** – Exhibit wikis in this area will explore the cultures of Africans before they were taken captive and how they preserved/adapted their cultures when they arrived in the Americas. Subtopics include capture, the triangle trade, the middle passage, slave auctions, as well as challenges for slaves such as rape and tensions with working class whites (indentured servants).
- ***Slavery & The Law (Chains)*** – Exhibit wikis in this area will explore the lives of slaves in colonial America and the roles slaves played in the Revolutionary War. Subtopics include the concepts of freedom and independence and how these concepts were defined by different groups of people, colonial laws about slavery, slaves and the war, why slavery became and remained a tradition in the U.S., and how slavery was or was not addressed in the Declaration of Independence and the Constitution.
- ***Plantation Life (Send One Angel Down)*** – Exhibit wikis in this area will explore the conditions of slavery and the life and role of the slave—men, women, children, and the elderly—in the antebellum South. Subtopics include work/economy, family, food, housing, clothing, music, religion, and race relations on the plantation.
- ***Diversity (Day of Tears)*** – Exhibit wikis in this area will explore the diversity in the Antebellum South. Slaves were individuals and thus had different perspectives on slavery. The same goes for their white masters, working class whites and free blacks. Subtopics include diversity in slave family life, opinions about slavery for whites and blacks, challenges faced by free blacks and runaway slaves (who lived as though they were free blacks).
- ***Resistance & Rebellion (47)*** – Exhibit wikis in this area will explore how and why slaves were able to rise above their oppression and find hope for the future. Subtopics include methods of escape, slave rebellions, the life of runaways, important individuals who challenged slavery and changed the course of history.
- ***Gender & Race Relations (Wolf by the Ears)*** – Exhibit wikis in this area will explore how slaves were integrated yet separated from the lives of whites, the complexities of race and family, the justification of slavery among slave owners and government, and differences in how slave owners treated their slaves.

Each museum category exhibit must include:

- **Glogster posters (3+)** that explain the important topics listed above. How many glogs and how you divide the topics is up to you as a group. You will craft a thoughtful summary message that welcomes and motivates teens to explore your exhibit. You will record this message and embed it into your exhibit's opening glog. The written Glogster information must be well-researched, thorough, and well-developed with specific details and quotes from primary and secondary sources. When you use a source's exact words or phrases or when you use a source's original ideas that you would not find anywhere else, you must use quotation marks if appropriate and cite the source in the paragraph. If you are citing general information or information that can be found in multiple sources, you do not have to cite the source in the paragraph, but rather you can cite it on your works cited page.
- **A slideshow of relevant primary source images.** Use PhotoStory, Animoto or another slide show application approved by Melissa, Kristen or Jason. Provide information and context for each image so that teens understand what they are looking at.

- **A sound recording or video** of an interview with a historian or a song/spiritual that relates to your topics. Provide information and context for the recording so that teens understand what they are listening to or seeing.
- **A complete resources page** listing all sources used, including a section for all images used. Everything, including images, should be cited in proper MLA style. (See handout on MLA!) While this information may not be important to other teens, it is what good historians do! You should rely on at least **six** sources of research, **two** of which must be books or articles. You may of course use your materials from your Social Studies slavery packet.

The Limitations

Please always remember that we must treat the study of slavery with respect and dignity. Do not include any materials that may be considered inappropriate or superficial. If you have any questions, please ask us.

The Deadlines

Round 1 – Due Friday 3/12/10

Round 2 – Due Friday 4/9/10

We will gladly review multiple rough drafts of work with you! It goes without saying that this is a GROUP project, and every group member should contribute to the project fully. Inequities in effort and work will be reflected in individual grades.

Detailed rubrics coming soon!