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Overview of Lesson:	<p>Given (links to) case studies from the Library of Congress Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938 teacher candidates/future teachers will work in groups with different sets of readings to:</p> <ul style="list-style-type: none">• Identify methods by which enslaved or formerly enslaved people learned and lived math, <i>and</i>• Define the “lived” math, explaining how the skills learned could be brought into a classroom, and connected to grade level standards.
Library of Congress Resources:	<p>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938</p> <p><i>This LOC resource is a compilation “more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves.... collected in the 1930s as part of the Federal Writers' Project (FWP) of the Works Progress Administration....</i></p> <p><i>At the conclusion of the Slave Narrative project, a set of edited transcripts was assembled and microfilmed in 1941 as the seventeen-volume Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves....</i></p> <p><i>The published volumes containing edited slave narratives are arranged alphabetically by the state in which the interviews took place and thereunder by the surname of the informant.”</i></p>

	<p>Instructor Process:</p> <ul style="list-style-type: none"> ● Select collections/volumes from a variety of states <ul style="list-style-type: none"> ○ If possible, select an even number from states that identified with the Union and Confederacy. ● From each, select 3-5 cases minimum. <ul style="list-style-type: none"> ○ Consider not only mentions of lived math (occupation, etc.) but perspectives of the institution of slavery as well (try to avoid what some might weaponize as “Devil’s Advocate” in the future). For example: ● EXAMPLE: Group 1: (Georgia). <ul style="list-style-type: none"> ○ Rachel Adams (pgs. 5-12; sewing, cooking, mention of learning to read...) ○ Rev. W. B. Allen (pgs. - 13-20; updated notes ONLY - his dad was VERY good at figures!), ○ Hannah Austin (pgs. 23-25 ; cooking, clothing, Storers School) ○ Mose Davis (pgs. 274-281 - carpenters, blacksmiths, ban on formal learning, etc.) <p>To find additional case studies within different “state” selections, consider beginning with these keyword searches and then read those cases to determine appropriateness for this task:</p> <ul style="list-style-type: none"> ● Figure/s ● Number/s ● Count/ing ● Carpenter/ry ● Seamstress/sewing ● Learn/ing ● Cipher/cypher
Instruction for Task(s):	<ul style="list-style-type: none"> ● Pre-lesson Instructor Steps: <ul style="list-style-type: none"> ○ Read through different compilations of the Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936 to 1938 consider the learning outcomes and select 3-5 “case studies” from each - be careful to read the full narrative and ensure that lived math is the focus

	<p>of your selections.</p> <ul style="list-style-type: none"> ○ Make sure previous lessons have focused on building brave spaces for <i>all</i> and that the class has normed around discomfort vs. danger, cultural humility vs. fragility, equity of voice vs. tokenism/spokespersonism, etc. <i>Resources for norming can be found here.</i> ● Lesson Steps: <ul style="list-style-type: none"> ○ Put students into roughly equal-sized groups. ○ Give them links to the Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938 and clear directions on <i>which</i> set they are to access and which narratives within (e.g. "Georgia Narratives, Rachel Adams (pgs. 5-12), etc.) ○ SUGGESTED: Give students time to read and respond, talking to the text using strategic prompts, ahead of time. Remind them: Discomfort is not a sign that you're doing this wrong—it's often a sign that you're learning something that challenges inherited stories. The goal is not to feel good or to feel absolved, but to understand more deeply and responsibly. Suggested prompts can be found here. ○ Have students/future teachers complete this graphic organizer ○ Debrief as a group
Student Work:	<ul style="list-style-type: none"> ● NA at this time

Images:

SLAVE NARRATIVES

*A Folk History of Slavery in the United States
From Interviews with Former Slaves*

TYPED WRITTEN RECORDS PREPARED BY
THE FEDERAL WRITERS' PROJECT
1936-1938
ASSEMBLED BY
THE LIBRARY OF CONGRESS PROJECT
WORK PROJECTS ADMINISTRATION
FOR THE DISTRICT OF COLUMBIA
SPONSORED BY THE LIBRARY OF CONGRESS



5. Education, with dates--Three days, "after freedom". Attends government school now.





Work began at "sun up" and lasted until "sun down". In the middle of the day the big bell was rung to summon the workers from the field, for their mid-day lunch. After work hours slaves were then free to do work around their own cabins, such as sewing, cooking (etc.)

Presentation PPT:

<https://docs.google.com/presentation/d/17c0-bTpWJI-xmZ1jll9nGOay7Xh8-ksK0FXF3lUyaB8/edit?usp=sharing>