



THE KNOX SCHOOL

U.S. History Grade 11 Winter Break Assignments 2020-21

Mrs. Mandia - kmandia@knoxschool.org

*** *Please reach out for help via email/to Zoom ahead of deadlines!*

Assignment #1 - counts as an assessment for Semester II

Deadline: Monday, 7 December 2020, 5 PM via Google Classroom

- for every day late (up to 5 days,) 10% will be deducted from the grade earned.

1. Watch the video "[U.S. History / Bacon's Rebellion](https://www.youtube.com/watch?v=t_bOG8ISwXA)"
<https://www.youtube.com/watch?v=t_bOG8ISwXA>, **take notes**, & then
2. **Read and annotate** *Race Relations in Colonial America: Bacon's Rebellion* (following below in this document);
3. Answer the questions using MLA format (template provided in Google Classroom). **Complete sentences, proper English & well-supported by facts & evidence.**

Assignment #2 - counts as an assessment for Semester II

Deadline: Monday, 21 December 2020, 5 PM via Google Classroom

- for every day late (up to 5 days), 10% will be deducted from the grade earned.

1. Complete the Slave Life WebQuest (following below in this document);
2. Submit using the Google Slides template provided in Google Classroom. **Complete sentences, proper English & well-supported by facts & evidence.**

Assignment #3 - counts as an assessment for Semester II

Deadline: Friday, 08 January 2020, 5 PM via Google Classroom
- for every day late (up to 5 days,) 10% will be deducted from the grade earned.

1. Watch the video segments on the following website that show different examples of resistance to slavery across the Americas.

Take notes! [Resistance to Slavery - video segments](https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/resistance-to-slavery-lesson-plan/resistance-to-slavery-video-segments/)

<<https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/classroom/resistance-to-slavery-lesson-plan/resistance-to-slavery-video-segments/>>

2. For each segment, identify what kinds of factors contributed to the success and/or failure of the slaves' efforts at resistance. Use the MLA formatted template in Google Classroom to complete each.

Complete sentences, proper English & well-supported by facts & evidence.

- **Segment #1: St. Augustine, Florida**
 - **Segment #2: Hutchinson's Revolt**
 - **Segment #3: St. Domingue**
3. Not all forms of resistance to slavery took the form of physical escape or forcible revolt. Many slaves had established a unique cultural identity; maintaining or creating specific traditions and rituals to "resist" conforming to the European culture.
 - a. Watch **Segment #4: Creative Resistance** and write down the different forms of "creative resistance" that you saw.
 - b. Watch **Segment #5: Haitian Carnival** to see an example of a current cultural practice in the United States that is influenced by African slavery in another part of the Americas. Write down the traditions and where they originated.
 4. Write a paragraph that summarizes the new factS (**MORE THAN TWO**) that you have learned about the African slave trade to North America.

**Assignment #1 Race Relations in Colonial America:
Bacon's Rebellion**

1. Take notes on the video that provides background to Bacon's Rebellion: [U.S. History / Bacon's Rebellion](https://www.youtube.com/watch?v=t_bOG8ISwXA) <https://www.youtube.com/watch?v=t_bOG8ISwXA> (complete thoroughly)
2. Answer the questions that follow in the template provided on Google Classroom.

In Virginia in the 1600s, Anthony Johnson secured his freedom from indentured servitude, acquired land, and became a respected member of his community. Elizabeth Key successfully appealed to the colony's legal system to set her free after she had been wrongfully enslaved. By the 1700s, the laws and customs of Virginia had begun to distinguish black people from white people, making it impossible for most Virginians of African descent to do what Johnson and Key had done.



*Why did Virginia lawmakers make these changes? Many historians point to an event known as **Bacon's Rebellion** in 1676 as a turning point. Nathaniel Bacon was a wealthy white property owner and relative of Virginia's governor, William Berkeley. But Bacon and Berkeley did not like each other, and they disagreed over issues about how the colony should be governed, including the colony's policy toward Native Americans. Bacon wanted the colony to retaliate [hit back] for raids by Native Americans on frontier settlements and to remove all Native Americans from the colony so landowners like himself could expand their property. Berkeley feared that doing so would unite all of the nearby tribes in a costly and destructive [damaging] war*

*against the colony. In defiance [to go against - disobedient] of the governor, Bacon organized his own **militia** [a local army], consisting of white and black indentured servants and enslaved black people, who joined in exchange for freedom, and attacked nearby tribes. A power struggle followed with Bacon and his militia on one side and Berkeley, the Virginia House of Burgesses, and the rest of the colony's elite [wealthiest/important members] on the other. Months of conflict followed, including armed*

battles between militias. In September 1676, Bacon's militia captured Jamestown and burned it to the ground.

Although Bacon died of fever a month later and the rebellion fell apart, Virginia's wealthy planters [plantation owners/landowners] were shaken by the fact that a rebel militia that united white and black servants and slaves had destroyed the colonial capital. Legal scholar Michelle Alexander writes:

The events in Jamestown were alarming to the planter elite, who were deeply fearful of the multiracial alliance of [indentured servants] and slaves. Word of Bacon's Rebellion spread far and wide, and several more uprisings of a similar type followed. In an effort to protect their superior status and economic position, the planters shifted their strategy for maintaining dominance. They abandoned their heavy reliance on indentured servants in favor of the importation of more black slaves.

After Bacon's Rebellion, Virginia's lawmakers began to make legal distinctions between white" and "black" inhabitants. By permanently enslaving Virginians of African descent and giving poor white indentured servants and farmers some new rights and status, they hoped to separate the two groups and make it less likely that they would unite again in rebellion. Historian Ira Berlin explains:

Soon after Bacon's Rebellion they increasingly distinguish between people of African descent and people of European descent. They enact [pass] laws which say that people of African descent [ancestry] are hereditary [inherited] slaves. And they increasingly give some power to independent white farmers and land holders . . .

Now what is interesting about this is that we normally say that slavery and freedom are opposite things—that they are diametrically [absolutely] opposed. But what we see here in Virginia in the late 17th century, around Bacon's Rebellion, is that freedom and slavery are created at the same moment.

According to the Oxford English Dictionary, the first appearance in print of the adjective white in reference to "a white man, a person of a race distinguished by a light complexion [skin]" was in 1671. Colonial charters and other official documents written in the 1600s and early 1700s rarely refer to European colonists as white.

As the status of people of African descent [ancestry] in the British colonies was challenged and attacked, and as white indentured servants were given new rights and status, the word white continued to be more widely used in public documents and private papers to describe the European colonists. People of European descent were considered white, and those of African descent were labeled black. Historian Robin D. G. Kelley explains:

Many of the European-descended poor whites began to identify themselves, if not directly with the rich whites, certainly with being white. And here you get the emergence of this idea of a white race as a way to distinguish themselves from those dark-skinned people who they associate with perpetual [continuous] slavery.

The division in American society between black and white that began in the late 1600s had devastating consequences for African Americans as slavery became an institution that flourished for centuries. Lawyer and civil rights activist Bryan Stevenson explains:

[S]lavery deprived the enslaved person of any legal rights or autonomy [independence] and granted the slave owner complete power over the black men, women, and children legally recognized as property . . .

American slavery was often brutal, barbaric, and violent. In addition to the hardship of forced labor, enslaved people were maimed or killed by slave owners as punishment for working too slowly, visiting a spouse living on another plantation, or even learning to read. Enslaved people were also sexually exploited [oppressed].

Leaders and scientists from the United States and around the world would rely more on the "differences" between the black and white races to explain the brutal and inhuman treatment of slaves.

- **Submit via Google Classroom to answer the Connection Questions that follow. Complete sentences, proper English & well-supported by facts & evidence.**

Connection Questions

1. Why was Bacon's Rebellion a turning point for the status and rights of people of African descent in Virginia?
2. What motivated [drove] Virginia's lawmakers to make legal distinctions [differences] between white and black inhabitants [populations who lived in the colonies]?
3. What effect did those differences have on Virginia's duties?
4. Can laws influence the way people think about who belongs and who does not? **How?**
5. What does Ira Berlin mean when he says that freedom and slavery were created at the same moment? How does creating an "out" group strengthen the identity and status of the "in" group?

Assignment #2 - Slave Life WebQuest - AVAILABLE IN A GOOGLE SLIDES DOCUMENT IN GOOGLE CLASSROOM.

Slave Life WebQuest

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/

Click on the "Show All" button in the map's legend.

1. Which products were traded between:

NORTH AMERICA AND EUROPE	
EUROPE AND AFRICA	
AFRICA AND THE WEST INDIES	
THE WEST INDIES AND NORTH AMERICA	

<http://www.pbs.org/wgbh/aia/part1/1p277.html>

2. How many Africans were sold into slavery in Africa?
3. How many died before reaching the coast?

<https://www.ushistory.org/us/27b.asp>

4. Slaves worked from _____
to _____. They worked _____
days a week.
5. What was the difference between an overseer and a driver on a plantation?

<http://academic.udayton.edu/race/02rights/slavelaw.htm#11>.

Scroll down and click on “Minor Offenses #11 –

Punishment for teaching slaves or free persons of color to read”

6. What was the punishment in Georgia for teaching a slave to read?

http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm

7. List three reasons that an overseer would whip a slave:
 - a.
 - b.
 - c.
8. Slaves did not live in the “big house.” Where did they live?

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/

9. What would have been the shortest travel route for a person escaping slavery from Florida or Georgia? (Click on "Show All")

Complete the following journeys:

http://teacher.scholastic.com/activities/bhistory/underground_railroad/

<http://pathways.thinkport.org/following/>