

Title of Lesson: *Point of View: How Two Alabamians Remembered Slavery Years Later*
(Suggested grade level: 10th Grade American History or Advanced Placement American History)

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Background Information:

One of the most difficult skills for history students to acquire is the ability to discern what an author's "point of view" (POV) in a primary document might be. When analyzing a primary source, whether it's written or visual, students often assume that "point of view" equates to understanding the particular viewpoint an author is expressing in his or her document. In an Advanced Placement history class, however, the term "point of view" usually refers to questions of WHY an author might have held the particular viewpoint he or she expressed. Instead of taking a document at face value, students are encouraged to think about how an author's gender, social class, occupation, nationality, ethnicity, religion, values and beliefs (or other factors) influenced what he or she said. We all have different views and they affect what we see and what we say. This raises the issue of reliability.

Discerning possible POVs is challenging. It requires that students read a document very closely and determine what it's saying, but more than that, it requires that they spend some time reflecting on more subtle aspects of a text, those having to do with an author's motivation and frame of reference. To a large extent, questions of POV are arguable. Attributes like gender and ethnicity may influence our opinions but they don't determine them absolutely. Even so, it's important for students to probe for POV and draw some tentative conclusions rather than accept an author's text as a literal truth. As long as students support their conclusions about POV in a logical manner, they're engaging in meaningful historical analysis, a very sophisticated skill that can be applied in other areas and subjects.

The personal letters used in this lesson were written by two people who experienced slavery first-hand, however, they didn't write their letters until 1912, well after the Civil War. As a result, their documents blend characteristics of both primary and secondary sources. That shouldn't cause confusion in the lesson, but the time lapse does add another dimension, and it raises the issue of how the passage of time affects memory.

Overview of lesson:

This lesson could be taught immediately before or after a study of the Civil War. It is intended to help students learn how to identify possible "points of view" embedded in primary documents. It's based on two very different descriptions of what slavery was like in Alabama before emancipation. Students are presented with two letters written in 1913, one by a former slave owner and the other by a former slave. Both were responding in narrative fashion to a questionnaire sent out in 1912 by H. C. Nixon, an Alabama native and scholar studying slavery in this state. Each letter-writer tackled Nixon's questions in the order he presented them, thus making it easy for students to do a side-by-side comparison of their answers. Sometimes the answers were similar; often they were not. The differences force students to consider point of view. What factors might have influenced the way each man spoke about slavery? Which account and which parts of that account seem more reliable and why? After identifying significant areas of disagreement between the two letters and knowing which was

written by the former slave owner and which by the former slave, students are required to consider point of view, assess the reliability of each man's claims about slavery and suggest other kinds of documents from the mid-1800s which might help determine the accuracy of those claims. As an assessment activity, each student has to find a primary document from the mid-1800s and explain in writing how that document supports or challenges one of the claims made in one of the letters. Lastly, students have to explain orally to the whole class something they learned about the challenges historians face when they try to construct reliable accounts of the past using primary documents. (Online sources for locating primary documents related to slavery are provided in this lesson.)

Content Standards

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Grade 10: Content Standard 9

- Describing Alabama's role in the developing sectionalism of the United States from 1819-1861, including participation in slavery

[National Standards for History, 1996](#)

Standards in Historical Thinking

Standard 4: The student conducts historical research:

B. Obtain historical data by determining by whom and when it was created; testing the data source for its credibility, authority and authenticity; and detecting and evaluating bias, distortions, and propaganda by omission, suppression, or invention of facts.

Standard 5: The student engages in historical issues-analysis and decision making

B. Analyze the interests, values, and points of view of those involved in the dilemma or problem situation.

Standards in History for Grades 5-12

Era 4, Standard 3A: The extension, restriction, and reorganization of political democracy after 1800.

Standard 3B: The student understands how the debate over slavery influenced politics and sectionalism.

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Theme 5: Individuals, Groups, and Institutions

Primary Learning Objective(s):

Students will:

- Read two contrasting primary documents (letters written in 1913) describing slavery in Alabama
- Practice identifying possible "points of view" in those documents (factors which influenced what each author remembered and how they described the past)
- Assess the reliability of the claims in the two documents
- Discuss how even an "unreliable" document can still be useful in terms of learning about the past
- Locate primary sources that bear on one of the same topics covered in the letters
- Explain in writing what this other primary source shows and how it confirms or refutes what one of the letter writers said
- Comment orally about some of the challenges historians face when constructing an account of the past using primary documents

Time allotted: 100 minutes

Materials and Equipment:

- Access to computers (students could do their online research at home or in a computer lab)
- “Point of View,” the sheet which starts the lesson (Attached)
- [Questionnaire prepared by H.C. Nixon](#) in 1912 to gather information about slavery. It was sent to former slave owners and former slaves. It would be helpful to display a portion of this using an overhead or digital projector.
- Transcribed copy of John H. Alexander’s response to questionnaire about slavery. (Original [hand-written response](#) is available at the Alabama Department of Archives and History). Alexander’s father owned a large number of slaves before the Civil War.
- [Original and transcribed copy of O.T. McCann’s response](#) to same questionnaire. (Transcribed version can be found on pages 9-25.) McCann was a former slave.
- Comparison Chart for tracking Alexander’s and McCann’s answers to Nixon’s questionnaire (Attached)
- Primary Source Assignment with specific instructions for students (Attached)
- Rubric for evaluating assignment (Attached)

Technological Resources:

These are some reliable websites students can use to find primary documents related to topics covered in the two letters (these website addresses are listed on the Primary Source Assignment Sheet provided for students):

1. [Teaching American History.org](#) offers all kinds of materials related to specific content, best practices, and teaching materials. This link connects you to a series of short videos in which a historian talks about two specific and conflicting narratives of slavery. The first video (only a few minutes long) would serve as an excellent introduction to the topic of how historians try to make sense of multiple perspectives and “tease out” from various accounts of the past a credible version of the past.
2. [Slavery and the Making of America](#) A PBS site related to a four-part series documenting the history of American slavery.
3. [Digital History](#) This link takes you to a long list of primary sources on the topic.
4. [Ramsey Library](#) Ramsey Library is connected with the University of North Carolina at Asheville.
5. The Library of Congress, [“Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938”](#)
6. [Library of Congress](#) Enter the words “plantation life” into the search box and it will pull up all kinds of documents
7. [Library of Congress](#) “Images of Slavery and Freedom”

Background/Preparation:

- Students should know some basic differences between primary and secondary sources.
- Students should be familiar with the major features of slavery in the first half of the 1800s

Procedures/Activities:

Engagement/Motivation Activity:

- Give each student an index card and tell them that he/she has 3 minutes to write a personal description of yesterday’s history class. Tell them they must write this in narrative form, not just list activities, and it should to some extent reflect their personal experience of the class (were they tired, hungry, etc?).
- Collect and read some of the responses out loud.

- Ask students to identify a few major differences between the various accounts of what actually happened in class. Are some activities consistently missing from most people’s descriptions? If so, which ones? Do any of the descriptions seem to contradict one another or suggest totally different experiences?
- Ask students to speculate about how much they would have been able to remember if you had asked them to describe what their history class was like two years ago.
- Write the words “point of view” on the board.
- Tell students that what we remember and how we describe what we remember are affected by what historians refer to as “point of view,” sometimes called “bias.” The word “bias,” however, sounds essentially negative. The word is often used as a synonym for “prejudice” (as in racial bias or gender bias). Substituting the term “point of view” highlights the fact that no one looks at the world in a totally neutral way. We all have a point of view or frame of reference which stems from some essential features of our individual lives. Things like our gender, ethnicity, nationality, social class, occupation, religion, interests, beliefs, etc., inevitably influence, to a greater or lesser extent, how we view the world as well as how we conceptualize our past experiences. For example, if a student loved math but hated history, that might mean that he or she would “tune out” more during history class and not be able to remember what went on yesterday much less two years ago. When historians study a document from the past, they always try to account for the author’s point of view and weigh how it might have influenced what he or she said. (Multiple factors might come into play.) It’s important to assess reliability because, although no one’s totally unbiased, some people have more reason to be biased on certain subjects than others, so what they claim to be true has to be weighed against other evidence. Historians always cross-check one source with additional sources.
- Inform students that they’re going to be looking at how two people remembered slavery in Alabama when someone asked them about it in the early 1900s, forty-six years after the end of the Civil War.

Step 1	Provide everyone with a copy of the sheet “Point of View” (Attached). Have a student read all of it out loud. Ask students to write their answers to the three questions at the bottom of the sheet.
Step 2	Poll the students as to how many concluded Author A was the former slave owner and Author B the former slave. (That is the correct answer). Ask several students to explain their lines of reasoning. Try to get them to identify as many factors as they can that would help explain why Author A claimed a “good many slaves could read and write, and that the master’s children would teach them.” (His status as a former slave owner might have made him want to portray the lives of slaves in as positive a light as possible. Perhaps, he believed Nixon was getting ready to write a history of slavery, and he wanted his version of the past to prevail. Perhaps some of the slaves on his family’s plantation were actually taught to read and write, so he exaggerated and generalized. Maybe he just convinced himself over time that lots of slaves could read and write.) Ask students what they already knew that would undermine Author A’s claim. (Students may know that in many places in the South, it was illegal to teach a slave how to read or write.)
Step 3	Explain to students that historians have to weigh the reliability of the primary sources they work with. Unlike information in a textbook, information in a

	primary source can't automatically be accepted as "true." It has to be evaluated in terms of the author's possible bias and then tested against other kinds of evidence.
Step 4	Using an overhead or digital projector, show students at least the first page of the questionnaire H.C. Nixon developed, so they can see how he organized his questions into categories.
Step 5	Distribute copies of <ul style="list-style-type: none"> • John Alexander's letter • O.T. McCann's letter • Comparison Chart students will use to track the major claims each man makes about slavery (using the categories Nixon provided)
Step 6	Tell students to read the two letters and jot down on the chart what they feel are the most important claims each man makes within each category. (They can abbreviate words and leave out some of the details they think are less important.) They should star (highlight) those claims that contradict each other.
Step 7	When finished, have students form groups of 3-4. Working together, they should compare results, and come to some agreement about which claims contradict each other.
Step 8	Conduct a class discussion in which students: 1) identify things both men agreed were true about slavery (this shows that Alexander, the former slave owner, could be reliable about some information) and 2) identify their major disagreements. When the two men disagree, ask students to explain which man's claims they tend to believe and press them to explain why one seems more credible than the other. What factors (social class, life experiences, beliefs, values, racial identify, etc.) might have influenced each man in terms of what he remembered and what he said about what he remembered? Even when one man's claims appeared highly questionable on a factual level, what else might they reveal that could be useful to a historian? (Reliability is not an all or nothing proposition. If we wanted to learn how former slave owners remembered slavery many years after it ended, John Alexander's letter would be helpful. We just can't trust everything he says about how the system actually worked in the 1850s and 1860s. On the other hand though, we can't trust absolutely everything Mr. McCann claims, since he also wrote his letter long after the fact.)
Step 9	Have students brainstorm answers to this question: "Imagine you are H.C. Nixon and these are the only two responses you received to your questionnaire. What kinds of primary documents from the time of slavery would you investigate in order to determine the accuracy (or inaccuracy) of these two men's claims?" (Photographs, political cartoons, slave narratives, statistics, letters, newspaper articles, artifacts or photos of artifacts like slave shackles, letters, editorials, slave owner diaries written before the Civil War, etc.) Remind students that historians always attempt to corroborate evidence, much like lawyers and detectives do.

Step 10	Pass out instructions for the primary source assignment (attached). Answer any questions.
Step 11	Allow students time and access to computers to find their primary source material online.
Step 12	Collect assignments. If time allows, have students show and share. If not, you could post the material around the room at a later time. Ask each student to explain one thing they learned about the challenges historians face when they try to reconstruct a reliable description of the past using primary documents.

Assessment Strategies:

- Check Comparison Charts and award points for completion.
- Evaluate primary source assignment using rubric

Extension:

- Continue to ask students to evaluate primary sources in terms of POV and credibility.

POINT OF VIEW: What Was Slavery Like in Alabama Before the Civil War?

In 1912, forty-seven years after the end of the Civil War, a young Alabama man by the name of Herman Clarence Nixon set out on a quest. He was a scholar (a graduate of Auburn University and the University of Chicago) in pursuit of knowledge. His goal at the time was to learn what slavery in Alabama had been like in the years before the Civil War. While Nixon could have turned to a textbook to find answers to his questions, he decided to do something much more challenging and meaningful---send out questionnaires to former slaves and slave owners themselves, asking for details that would help him piece together the bigger picture. (He was fortunate that many of the people who could share their first-hand knowledge were still alive.)

Nixon generated a long list of questions covering a wide range of experiences related to slavery: What did slaves eat? What sort of houses did they live in? Could they accumulate any money? Were they whipped and if so, why and how much? How did non-slave holding whites view slaves? But instead of just listing one question after another, Nixon created meaningful categories such as “Cabins and Quarters,” “Family Life of Slaves,” and “Patrols, Passes and Run-a-ways,” as well as many others. These headings not only organized his questions into meaningful groups, they provided a conceptual framework within which a former slave or slave owner could reminisce before responding. Some did so at great length, indicating an eagerness to share their long-stored memories.

What is most striking about two of the respondents’ answers, however, is that, in this instance, they often contradicted one another. Look at the example below.

Nixon’s Questionnaire:

Category: “Education”

First Question: “How many slaves could read and write and who taught them?”

Two Answers:

Author A: “A good many could read and write, the master’s children would teach them.”

Author B: “I don’t think I could average one out of a thousand that could read or write fairly well.”

Why the big difference between the two answers? Is one person lying and the other telling the truth? If so, why might one of them deliberately misrepresent the facts and/or perhaps not remember them accurately? If you were Nixon, which response would you be more likely to accept as accurate?

In this instance, one of the respondents was a former slave owner and the other a former slave. Knowing that, who do you think “Author A” was: former slave owner or former slave? How about “Author B?” Explain why you drew those conclusions? Write several sentences below (or on the back) explaining your line of reasoning. Use the phrase “point of view” at least once.

JOHN ALEXANDER, SLAVE OWNER, ANSWERS QUESTIONS ABOUT SLAVERY

Transcription is faithful to the original, including spelling, punctuation, wording and sentence structure.

Tuskegee, Ala. 4/5th 1913

Mr. H. C. Nixon Merrellton, Ala.

Dear Sir,

Your letter in regard to the subject of slavery received and noted. My father being a large slave owner before the war I think I can answer your questions correctly. (Answer to question # 1) The slave owners generously furnished two room squared log cabins, with kitchen attached, well ventilated---good and sufficient bedding, chairs and tables.

(2) Sufficient amount of plates and utensils.

(3) Tallow candles and fuel furnished by the farmer.

(4) Generally two sleeping rooms per family.

(5) The cabins were very comfortable in winter.

(6) They wore good strong clothing.

(7) Three suits per [illegible word]

(8) They were made or had made by the owner's wife.

(9) Good home raised meat & bread, molasses, rice and potatoes.

(10) The allowance per negro was 4 lbs. meat, 2 (illegible abbreviation) meal, 2 qts. Molasses or syrup and about 5 # rice and about 2 (illegible abbreviation) potatoes per week

(11) Got extras occasionally, but preferred (illegible word)

(12) The cooking was done by good negro cooks and was carried to the field by the dinner [illegible word] and [illegible word]

(13) Work at the house, in the field, in town and housework consisted of cleaning up the house every day, generally plowing and hoeing and planting in the fields. The hours of work were from sunup to sundown, the holidays were Saturdays. The young were house girls, the very young played with the white children. The infirm were waited on. There were many skilled slaves, expert carpenters, [illegible word], mechanics and a few carriage makers. I do not remember any slave who worked in cotton factories & blacksmiths. The labor of today compared to slave labor is not as effective as slave labor especially in the farm. Slave labor was

supervised by a white overseer and properly conducted but most of this done in a careless way and poorly done--The slave did more work in one day than free labor does in two days.

The average slave showed a great deal of interest in his mater's welfare.

"Money Made by Slaves"

The slave's master would allow a patch of several acres to each family---and would have it worked like their own---but the slave would get the proceeds of the patch---and those who would save would accumulate enough in the course of time to buy their freedom, however most of them did not want to be free. They made cotton, corn and vegetables---they sold it as they pleased.

They were sometimes hired or rented out by their masters to parties under contract to treat them right and not abuse them. A negro field hand would rent for \$300-400 per annum, the renter clothing them well & feeding them well. Carpenters and mechanics rented out for more money, for instance a blacksmith. I remember well that there was a negro living in Tuskegee by the name of Harry Knight, very industrious, who hired his own time and finally bought himself and his wife from his master and raised a large and useful family and his son is now boss of the street squad in Tuskegee and has the confidence of all the white folks.

"Family Life of Slaves"

The marriage ceremony was performed in a very simple way---the slave would tell his master that he wished to marry the girl of his choice and both would be called up before the master and after asking the vows that are asked in a marriage, they were pronounced man & wife---The marriage relations were observed a great deal better than they are now. I have known a great deal of devotion between husband and wife as slaves. There was a very little separation of husband and wife---and in fact I do not remember any. If a master sold a husband, the wife and children were sold with him---and not separated.

"Amusements"

They were allowed by the master to have their dances at night, corn shucking, and Christmas celebrations---I have heard their songs often but do not now remember any particular songs. They would use the banjo-fiddle and bones mostly at their merry making and the master's children would attend, and the slaves were the happiest people on earth.

"Education"

A good many could read and write, the master's children would teach them. They did most of their counting from memory---for instance---my father had two negros that could weigh from 50 to 100 baskets in cotton picking time, and could give the correct weight of every basket and the name of every picker. I have tested them often.

Some of the mulattoes were smarter than the pure negroes and mostly made house servants---but the black negro was preferred.

"Religion"

The slaves would be preached to mostly by white preachers employed by the masters. They would be preached to often on the plantation in churches erected by the master---and when the white churches were sufficiently near they were allowed to take the back seats and galleries. Where a black preacher was competent to preach he was allowed to preach to them also. They celebrated baptism and communion like the whites. Church discipline was administered by the whites. They would all attend church. They were taught in Sunday school by the employed white preacher on the plantation. They belonged mostly to the Methodist Church. Their religion had a good effect on some of their lives and some it did not. Some of them were excitable in their devotions.

“Morality”

During slavery, they would occasionally steal but very seldom as they were generally very well fed & clothed & housed---seldom fought. Cursing and gambling was not allowed, nor was it practiced. The women were a great deal more virtuous than they are now---also the men.

Patrols, Passes & Run-a-ways”

Passes were granted by the master or overseer to make the slave stay at home at night, as they were not allowed to visit off the farm without permission for fear they would get into trouble. The duty of the patrol was to keep peace in the neighborhood by requiring the slave to have passes from the right source. It was the duty of the patrol to visit a fixed number of plantations every week and if any were caught who did not have passes to reprimand (scold) them and sometimes to lightly chastise (punish) them. There were various reasons for running away but was not often done. They would sometimes get mad at the overseer and go to their masters for correction. They would sometimes go the woods, but more often to their masters if he did not live on the farm and the masters would go with them to the overseer and have the wrong corrected.

“Treatment of Slaves”

They were whipped sometimes for disobeying orders and neglecting their duties---the owners would not allow them cruelly treated by no one. The overseer generally did the whipping when the master said it was necessary. I never knew my father to whip his slaves. We had one slave owner in our county who was cruel to his slaves by not giving them sufficient food or clothing and he was arrested & brought before the court and was punished according to law. The community would interfere when it was known that a man was cruel to his slaves and he was ostracized in society. There was a very small portion treated badly. There was a great deal of devotion between master and slave. My father and Col [illegible last name] of Barbour County this state went to Louisiana and Texas before the war and each bought a plantation in Texas, came home, and intended to sell their slaves and buy a new set in Texas & Louisiana rather than go to the expense of moving them & I being my father’s oldest son went to his plantation 11 miles from Tuskegee to close a deal to sell them & they got around him and cried in such a manner, saying they did not want to belong to anyone except him, they aroused his sympathy so much that he would not part from them & he and Col. [illegible last name] gave up the idea of going West & sold the plantations they had bought in Texas and remained in Alabama & the slaves were freed on their houses. Col. [illegible last name] slaves did the same way as did my father’s. I had one of my father’s slaves in the army with me during the whole time of the war between the states and he was perfectly devoted to me & I to him & when Gen. Lee surrendered to Gen. Grant at Appomattox on the 9th day of April, 1865, I told this slave he was free & go where he pleased that he was no longer a slave---he said with tears in his eyes that

he would not leave me & would return with me home, which he did & lived near me in our town until he died about 3 years ago---My three brothers who were in the army were treated the same by those they had with them as cooks---& strange to say, there were four of us in the army & we had four brothers with us as cooks and sad to state they are all dead except myself---There was hardly ever a crime committed by the slaves. Families were seldom ever divided by sales or divisions. The sick were taken care of. The physicians were engaged or employed by the master by the year to attend to the slaves.

“Emancipation”

A good many of my father’s slaves said they did not want to be freed and they remained on the plantation several years after they were freed [two words illegible] until my father sold the plantation. I do not recall anyone who was [illegible word] to slavery. I heard that some of the slave holders spoke of gradual emancipation or colonization ---I mean during the war---There were no slave insurrections planned or suspected in my region---the only one on record as I know was John Brown’s at Harper’s Ferry which we all are familiar with.

“Free Negroes”

There were one family of free negroes in our section---They made a living by working for the white people. They did not own any slaves except their own family---There were no special regulations for them.

“Non-Slave Holding Whites”

The non-slave owners respected the slave owners, and the slave owners respected the industrious whites. The non-slave holding whites treated the free negroes and slaves kindly. The poor white people in my community were [two illegible words] fixed and were industrious, and would get aid and work from those who were in good circumstances. I will add that the negro of today does not live as long as the slaves did, they are not as thrifty and do not have regular hours & do not take as good care of themselves as they were by their old masters, which they acknowledge & there is more crime committed by them now. We never knew of a Rape Case before the negro was made free. The South has been slandered by some northern historians & I hope some day they will be vindicated and the facts will be known. I have answered all of your questions I hope satisfactory. Let me hear from you.

Yours truly,

John H. Alexander

Category	Alexander's Responses	McCann's Responses
Cabins & quarters		
Clothing, shoes, etc.		
Food		
Work at the house, in the field, in town, etc.		
Money made by slaves		
Family life of slaves		
Amusements		
Education		

Category	Alexander's Responses	McCann's Responses
Religion		
Morality		
Patrols, passes & run-a-ways		
Treatment of slaves		
Emancipation		
Free negroes		
Non-slave owning whites		

Primary Source Assignment

You are on a historical hunt! You have to find some **primary source evidence** that will either support or contradict one of the claims made by John Alexander **OR** O.T. McCann. (Your evidence doesn't have to apply to both men, although it may if their two claims directly contradict one another). Since you're looking specifically for primary documents, you cannot use a textbook or any other kind of product that results from the study of history. You have to locate an original source (visual or written) that existed during the time period leading up to the Civil War. Since the nature of slavery changed over time, it's best to restrict your search to primary sources created between 1830 and 1865. (That approximates the time period Mr. Alexander and Mr. McCann were recollecting in their letters.)

STEPS

1. Look back at your Comparison Chart and select one claim you want to prove or disprove.
2. Using the list of websites at the bottom, locate a primary source that relates to that claim. Don't select something extremely lengthy, like a novel, and don't stray from the list of approved websites without getting permission beforehand.
3. Print a copy of your primary document and write the claim it relates to at the top.
4. On a 3x5 note card, write a brief analysis of the document that does the following :
 - Gives your name
 - Identifies the kind of source you located (photograph, letter, etc) & tells where you found it
 - Identifies who created it, when they created it, and speculates about why they created it and what kind of audience they were targeting (get as much of that information as you can)
 - Identifies and explains possible POV factors influencing the creator (remember, everyone has a bias of some sort!)
 - Explains HOW this primary source either supports or contradicts the claim you started with
5. Staple the note card to the copy of your primary source.
6. Be prepared to share information about your primary source and explain how it related to the claim you selected.
7. Be prepared to tell the class something you learned about the challenges historians face when they try to construct a reliable description of the past using primary sources.

WEBSITES

1. [Teaching American History.org](#) This link connects you to a series of short videos in which a historian talks about two specific and conflicting narratives of slavery. The first video (only a few minutes long) would serve as an excellent introduction to the topic of how historians try to make sense of multiple perspectives and "tease out" from various accounts of the past a credible version of the past.
2. [Slavery and the Making of America](#) A PBS site related to a four-part series documenting the history of American slavery.
3. [Digital History](#) This link takes you to a long list of primary sources on the topic.
4. [Ramsey Library](#) Ramsey Library is connected with the University of North Carolina at Asheville.
5. The Library of Congress, ["Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938"](#)
6. [Library of Congress](#) Enter the words "plantation life" into the search box and it will pull up all kinds of documents
7. [Library of Congress](#) "Images of Slavery and Freedom"

Rubric for Evaluating Primary Source Assignment

Student: _____

1. Provides copy of primary source.....10 pts.
2. Identifies:
 - Type of document it was.....5 pts.
 - Where it was found (website).....5 pts.
 - **If possible**, identified the individual who created it.....5 pts.
 - **If possible**, identified the date it was created.....5 pts.
 - Speculated about why the document was created and what type of audience it was most likely targeting.....10 pts.
 - Identifies and explains possible POV factors influencing the creator.....20 pts.
3. Strongly and logically connects the primary source with the claim student is trying to support or challenge.....20 pts.
4. Explains HOW the primary source supports or challenges original claim.....10 pts.
5. Articulates to the whole class one challenge historians face when they construct a reliable account of the past using primary sources.....10 pts.

TOTAL POINTS POSSIBLE (OUT OF 100)..... _____

TOTAL POINTS EARNED..... _____

PERCENTAGE SCORE..... _____

COMMENTS: