

Identifying Primary and Secondary Sources Flat Rock Archive

Flat Rock Archive
Stonecrest, Georgia

**Identifying Primary
and Secondary
Sources**

4th Grade Lesson Plan

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OVERVIEW & PURPOSE

This cross-curricular lesson aligns with both English Language Arts and Social Studies standards for fourth grade students in Georgia. Students will engage with primary and secondary sources in a virtual field trip to explore enslaved life in Civil War/Reconstruction era north Georgia. This virtual field trip serves as a secondary source on slavery in Georgia. Photographs, maps, and interview excerpts featured throughout the tour serve as primary sources on the topic. Interviews collected for the Federal Writers' Project (FWP) in the 1930s, which provide firsthand accounts of slavery in north Georgia, will be examined by students.

GEORGIA STANDARDS OF EXCELLENCE

SS4H5: Explain the causes, major events, and consequences of the Civil War.

ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

ELAGSE4RI10: Read and comprehend informational texts, including history/social studies.



Enslaved Life in North Georgia: A
Journey into the Past is
co-organized by the Flat Rock
Archive and New South
Associates, Inc.

This virtual field trip is made
possible by the support of Super
District 7 Commissioner Lorraine
Cochran-Johnson, DeKalb County,
Georgia.



Picking cotton, Savannah, Ga., early Negro life. Between 1867 and 1890. Photograph. Retrieved from the Library of Congress, www.loc.gov/item2

Learning Objectives

1. The students will explain causes and consequences of the Civil War after examining primary and secondary sources related to the topic.
2. The students will compare and contrast primary and secondary sources.
3. The students will discuss historical texts to demonstrate reading comprehension.
4. The students will create a firsthand account (primary source) of their family's history.

Digital Materials

This lesson serves to guide students in exploring the virtual field trip housed on the Flat Rock Archive website. Use this link to enter the field trip: <http://www.flatrockarchives.com/journey-to-education>.

Setting the Stage

On January 1st, 1863, President Abraham Lincoln issued the Emancipation Proclamation. This proclamation declared that all enslaved persons who were in areas currently in rebellion against the United States were free. In 1862, it did not apply to the slaveholding border states that were not in rebellion against the United States. The influence of the proclamation prepared citizens to advocate and accept abolition for all enslaved people. To move closer to this goal, the northern Union Army had to defeat the southern Confederate Army in the Civil War. Two years later April 9th, 1865, Lincoln's promise was upheld when the Union Army won the Civil War. Slavery across the Union was abolished on December 6th, 1865, with the passing of the 13th Amendment to the Constitution.

Seventy years later, in 1935, the Federal Writers' Project (FWP) was created. During this project interviewers collected more than 2,300 firsthand accounts of slavery. Transcriptions, or written copies, of those accounts are kept at the Library of Congress (LOC). These transcriptions are considered primary sources because the interviewers spoke to ex-slaves directly. These narratives provide a glimpse of enslaved life in America prior to the Civil War.

Today you will participate in a virtual field trip based on the interviews of Emmaline Heard, Harriett Hill, George Womble, and Archie George. Emmaline was born as an enslaved person in Henry County, Harriett was born at the foot of Panola Mountain in DeKalb, and George lived on several Georgia plantations before the Civil War. Archie George was born in Lithonia shortly after the Civil War. During the virtual field trip you will learn about their experiences as enslaved children in north Georgia.

You will also complete four activities as part of this lesson: a crossword puzzle, a worksheet featuring primary and secondary sources on slavery in Georgia, a worksheet to guide you through the virtual field trip, and an extension activity for which you will create a primary source based on your family's history. After you complete your primary source, you will share it with Flat Rock Archive so that kids in the future can learn about your life! To learn more about Flat Rock Archives, visit <http://www.flatrockarchives.com/about-us>.

Activities

Activity 1 introduces students to key terms they will encounter in the virtual tour. Activity 2 facilitates student understanding of primary and secondary sources. Students should complete Activities 1 and 2 before participating in the virtual tour. Allow students to explore the virtual tour before starting Activity 3. Students will refer to the virtual tour while completing that activity. Activity 4 serves as an extension activity.

Activity 1 Key Terms Crossword Puzzle

This crossword puzzle introduces students to key terms found in the virtual tour.

Activity 2 Identifying and Comparing Primary and Secondary Sources

This worksheet facilitates comparisons between primary and secondary sources. Students will examine an excerpt of the transcript of Emmaline Heard's interview as a primary source and the Flat Rock Archive website as a secondary source.

Activity 3 Life as an Enslaved Child in North Georgia

This worksheet guides students through the Flat Rock Archive virtual tour. Inquiry drives students to think critically about content provided in the tour.

Activity 4 Create Your Own Primary Source

This activity guides students in exploring their family history and memories. By investigating their own family narrative, students will gain an appreciation for personal histories. The Flat Rock Archive would like to collect and preserve the primary sources created by students in this activity. Once the activity is complete, please email us at hello@flatrockarchives.com for further instruction on how to submit the assignment.

Key Terms

Ancestor: an ancestor is a person from whom one is descended and who lived several generations ago.

Carding brush: a carding brush is a wooden block fitted with a handle and covered with short metal spikes.

Cash Crop: a cash crop is one that is grown to be sold for money.

Chamber Pot: a chamber pot is a bowl-shaped container with a handle, and often a lid, used as a portable toilet, especially in the bedroom at night. Variants of this were common in many cultures until indoor plumbing was invented.

Civil War: the American Civil War was fought between the Northern and Southern states from 1861-1865. The Northern states wanted to end slavery and the Southern states wanted to continue slavery.

Confederate Army: also known as the Southern Army, the Confederate Army was a military force fighting against the Union Army during the American Civil War.

Dye: a dye is a substance used to color materials. It is often used to color the fabric used to make clothing.

Enslaved Person: an enslaved person is someone who is forced to work without pay.

Environment: an environment is a person's physical surroundings.

Generation: a generation is the time between the birth of parents and the birth of their children.

Hide: hide is raw animal skin.

Historian: a historian is a person who studies the past.

Interviewer: an interviewer is a person who asks questions to collect information from another person.

Loom: a loom is a device used to weave cotton thread together to make cloth.

Manual: to manually operate something means to do it by hand and not by machine.

Narrative: a narrative is a story that you write or tell to someone, usually in great detail.

Necessity: necessity is the need for something, especially in order to live.

Oral History: an oral history is an account of something, or a story, passed down by word of mouth from one generation to another.

Outhouse: an outhouse is a small outdoor building that is used as a toilet.

Plantation: a plantation is a huge farms where tobacco, cotton, and rice were grown; workers were usually slaves.

Primary Source: a primary source consists of materials, such as letters, maps, drawings, and diaries, made by the people who experienced the event they are recording.

Quota: a quota is a specific number that is expected to be met or achieved.

Raw Fiber: raw fibers are long, thin strands of material from plants or animals.

Raw Material: a raw materials is a resource in its natural state.

Secondary Source: a secondary source consists of materials, such as articles, encyclopedias, text books, and websites, made by people who did not experience the event they are discussing. Authors of secondary sources read and interpret primary sources to gather information for their works.

Shoemaker: a shoemaker is a person who makes and repairs shoes.

Slave: a slave is a person who is owned by another person and can be sold at the owner's will.

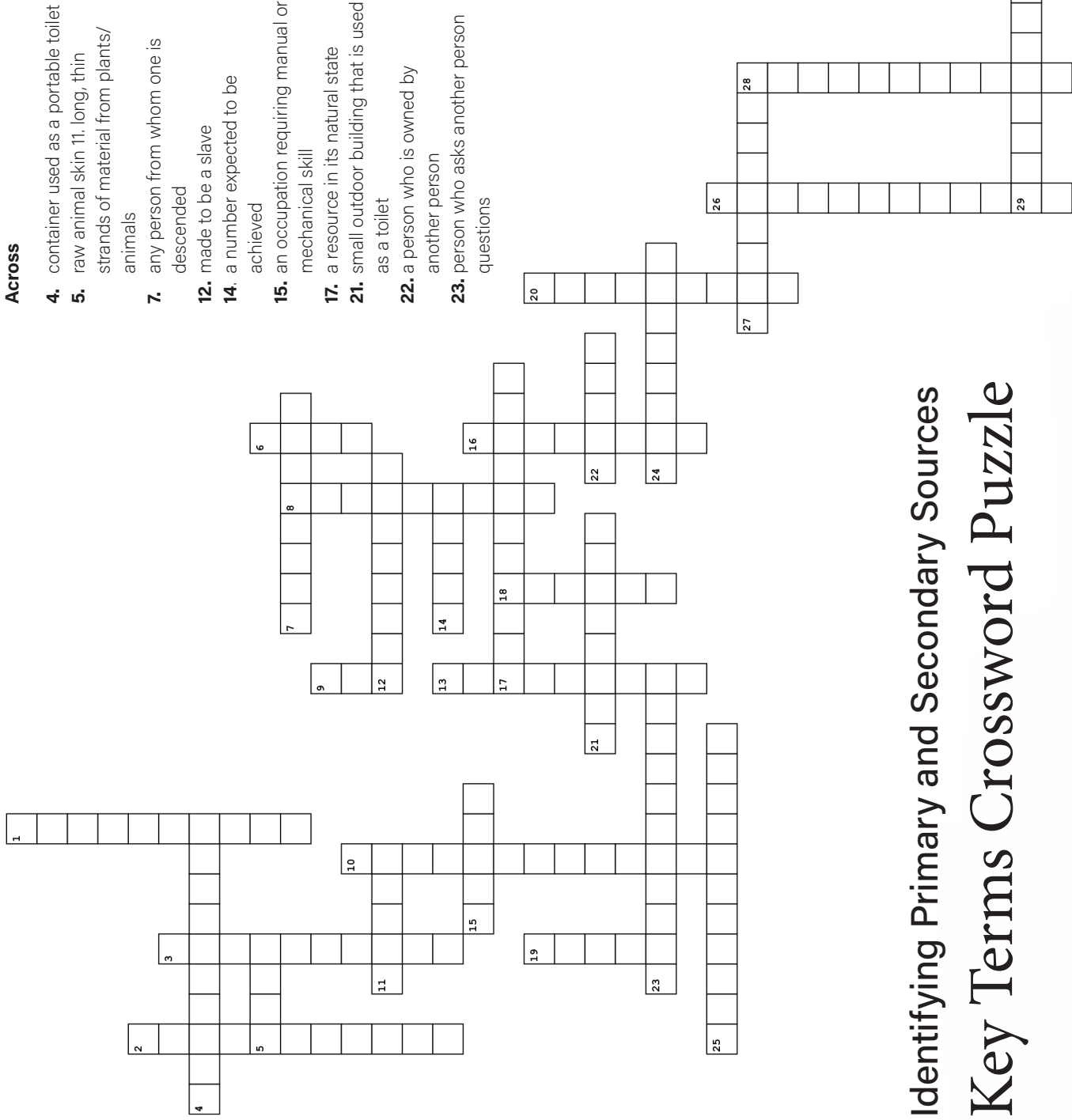
Structure: a structure is something, such as a building, that is constructed.

Trade: a trade is an occupation that requires manual or mechanical skill.

Union Army: also known as the Northern Army, the Union Army was a military force fighting against the Confederate Army during the American Civil War.


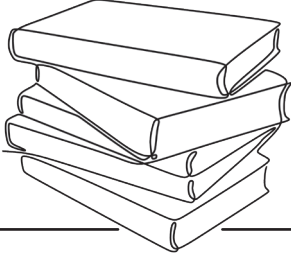
Hint: use this list of key terms as a word bank for the crossword puzzle!

- Across**
- container used as a portable toilet
 - raw animal skin
 - long, thin strands of material from plants/animals
 - any person from whom one is descended
 - made to be a slave
 - a number expected to be achieved
 - an occupation requiring manual or mechanical skill
 - a resource in its natural state
 - small outdoor building that is used as a toilet
 - a person who is owned by another person
 - person who asks another person questions
 - a crop that is grown to be sold on the market
 - southern army fighting in the Civil War
 - a story that you write or tell to someone
 - story by someone who was not there
- Down**
- huge farms where slaves grow crops
 - story told from generation to generation
 - time between birth of parents and children
 - device to weave threads together to make cloth
 - a person who makes and repairs shoes
 - substance used to color materials
 - firsthand story from people who were there
 - something (like a building) that's constructed
 - war fought between Northern and Southern states
 - operate by hand and not by machine
 - northern army fighting in the Civil War
 - a person who studies the past
 - wooden block with a handle and metal spikes
 - a person's physical surroundings



Identifying Primary and Secondary Sources Key Terms Crossword Puzzle

Identifying Primary and Secondary Sources

<p>Primary Source: a firsthand story from people who were there when an event took place.</p> <p>Examples: Interview Diary Entry Autobiography Oral History</p>		<p>Secondary Source: a story created later by someone who did not experience the event firsthand.</p> <p>Examples: Encyclopedia Dictionary Textbook Biography</p>	
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Explore the Primary and Secondary Sources page of the virtual field trip. On this page you can read about the Federal Writers' Project (FWP). All the primary sources collected during the FWP are kept at the Library of Congress (LOC). You can also examine parts of Emmaline Heard's interview, which was collected for the FWP. Emmaline was enslaved as a child on a plantation in northern Georgia. A transcription, or written copy, of her interview is stored at the LOC along with the other FWP documents.



You can visit the Library of Congress online at www.loc.gov

The Library of Congress (LOC) is the national library of the United States and it is the largest library in world. It holds millions of primary sources including books, recordings, photographs, newspapers, maps, and manuscripts.

Questions:

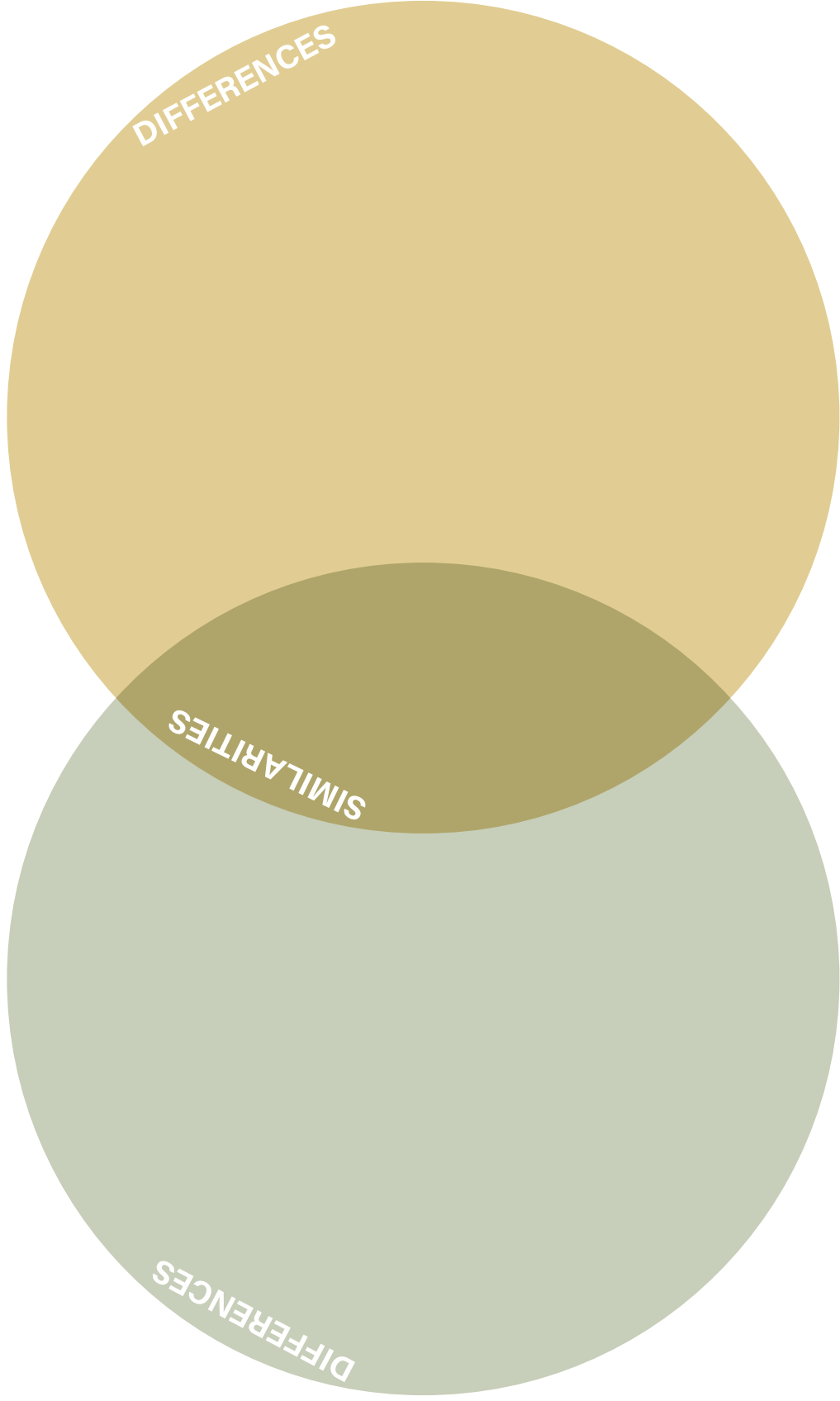
1. Are the excerpts of Emmaline Heard's interview a primary or secondary source? Explain.
2. Is the Flat Rock Archive virtual field trip a primary or secondary source? Explain.
3. Is the 1864 map of northern Georgia a primary or secondary source? Explain.
4. Examples of primary and secondary sources are shown at the top of this worksheet. Can you think of more? List at least two more examples of primary sources and two more examples of secondary sources.

Comparing Primary and Secondary Sources

Use the **Venn diagram** below to **compare/contrast** primary and secondary sources.

PRIMARY SOURCES

SECONDARY SOURCES

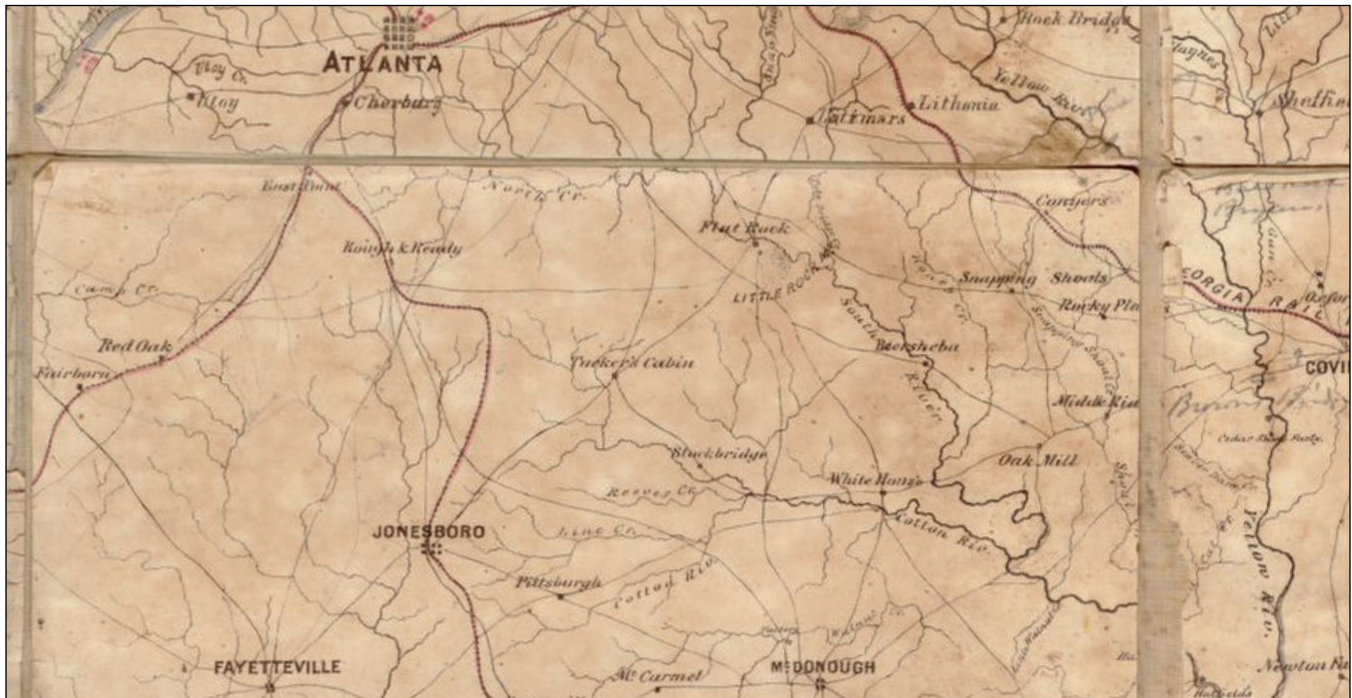


Life as an Enslaved Child in North Georgia

Slave Cabins

Name: _____

The image below is a section of an 1864 map of Northern Georgia showing a small region south of Atlanta.



Source: Merrill, W. E., et al. Map of Northern Georgia. Chattanooga, Tennessee 1864 Map. Retrieved from the Library of Congress, www.loc.gov/item/2006458675/.

Can you locate the communities of Lithonia, McDonough, and Flat Rock? **Circle these locations.**

SKETCH

Explore the **Slave Cabins** page in the virtual field trip and read the excerpt from Emmaline Heard's interview. What type of bed did Emmaline sleep on? In the space below, **draw a sketch** of what you think her bed would have looked like.

What is a chamber pot and why were they used by enslaved people?

Reflection: If you lived in a small cabin without running water and electricity, how would your life be different?

Making Cloth and Quilting

Explore the **Making Cloth and Quilting** page of the virtual field trip.

1. What did enslaved people use to make cloth? Explain.
2. List the three main stages of making cloth.
3. Describe a carding brush.

Click on the photograph of the skirt and select the link to learn more about it. Who wore this skirt and when was it worn?

4. Was it before or after slaves were freed? (hint: review the Setting the Stage section of this lesson.)

Watch the **Quilt Making in the Flat Rock Community** video.

5. How do quilts tell the story of the community?
6. What was sewn into the backs of the quilts?
7. What did historian Gladys-Marie Fry learn about her ancestors through oral history? Is there anything you've learned about your ancestors (great grandparents, great-great grandparents, etc.) through stories that your family members have told you?



To learn more about how quilting was practiced during slavery, check out the **Make Your Own Quilt** activity in the virtual field trip! For this activity, you will learn about how enslaved people used quilt patterns to send secret messages and you can incorporate those patterns into your own construction paper quilt.

Skilled Trades

Explore the **Skilled Trades** page of the virtual field trip.

1. What did Emmaline use to make dye for coloring cloth?



2. What did Emmaline's father practice?

3. What were slave shoes made from?

4. What did Emmaline's father use to prepare animal hides for shoes?

5. What would you do if you had to work hard everyday and only had a few pieces of clothing?
What would you do if your clothing tore or your shoe broke?

6. What if you could take a walk in the woods and collect things to make dinner or a pair of pants?
Do you think we have forgotten the importance of what our local environment can provide to us?

King Cotton

Explore the **King Cotton** page of the virtual field trip.

1. List the three main cash crops that plantations grew in America:
2. Explain the meaning behind the slogan "King Cotton"
3. What time did Emmaline and the other enslaved people on the Harper Plantation wake up to begin picking cotton?



Weighing Cotton. Thomas County, GA, 1895. National Museum of African American History

Watch the **King Cotton in the Flat Rock Community** video.

4. What time of year did plantations grow cotton?
5. Johnny talked about peoples' hands being bloody after picking cotton. Why was this?

Read or listen to the audio about **George Womble**.

6. Why were the enslaved field hands scared to pick cotton when it was dark outside early in the morning?
7. What was the quota of cotton that George had to pick each day? Do you think you could pick that much cotton every day?

Enslaved Women and Children

Explore the **Enslaved Women and Children** page of the virtual field trip.

1. Why were the free children going to school scared to teach the enslaved children how to read and write?
2. Why do you think people who owned slaves wanted to keep the enslaved children from learning to read and write?

Take a look at the photograph of women and children standing in a cotton field. We do not know much about this photo. It was taken in the 1860s. A lot happened from 1860-1869. The American Civil War was fought and enslaved people were freed during this time. These individuals could be free or enslaved.

3. What do you see when you look at the photo? What details stick out for you?



Carte-de-visite of women and children in a cotton field," 1860s. Digital Public Library of America.]

In Freedom

Explore the **In Freedom** page of the virtual field trip.

1. What did the **Emancipation Proclamation** promise?
2. Explain why the northern Union Army fought and defeated the southern Confederate Army in the Civil War.
3. What did the owners of Emmaline's family offer them when they were freed?
4. Did they accept the offer?
5. If you click the link, "40 acres and a mule" you can learn more about the phrase. Why was it important to former slaves to own land?
6. Explain some of the changes or consequences that occurred when the Civil War ended.
7. What were the Black Codes?



Juneteenth Celebration at Emancipation Park. Wikicommons.

Create Your Own Primary Source

1. My Name is: _____

2. I was born in: _____

3. Something I enjoy is: _____

4. If possible, talk with a family member about your family history. Ask them if they have a memory as a child that they would like to share.

5. Choose 1 of the following options:

A. Write three paragraphs on the talk you had with your family member about your family history.

B. Write a three-paragraph diary entry describing something that you have experienced in your life.

6. Find an item that is important to your family. Take a photograph of this item and write one paragraph explaining why your family values the item. Examples include family photos (yes, you can take a photograph of a photograph!), furniture, cars, clothes, and many other items.

7. Email this worksheet and the photograph that you took of the important family item to hello@flatrockarchives.com. This way, Flat Rock Archive can preserve your family history for future generations!

Answer Key

Crossword Puzzle Key:

Across:

4. Chamber Pot
5. Hide
7. Ancestor
11. Raw Fiber
12. Enslaved
14. Quota
15. Trade
17. Raw Material
21. Outhouse

22. Slave
23. Interviewer
24. Cash Crop
25. Confederate Army
27. Narrative
29. Secondary Source

Down:

1. Plantation
2. Oral Tradition
3. Generation

6. Loom
8. Shoemaker
9. Dye
10. Primary Source
13. Structure
16. Civil War
18. Manual
19. Union Army
20. Historian
26. Carding Brush
28. Environment

Identifying Primary and Secondary Sources

1. The excerpts of Emmaline Heard's interview are primary sources because they were created by someone who directly experienced the event that they are describing.
2. The Flat Rock Archive virtual field trip is a secondary source because it was created by people who did not experience the events they are describing.
3. The 1864 map of northern Georgia is a primary source because it was created by someone who visited and surveyed Georgia in 1864.
4. Two examples of primary sources not listed above include maps and letters. Two examples of secondary sources not listed above include journal articles and websites.

Comparing Primary and Secondary Sources

Differences between primary and secondary sources:

1. Primary sources were created by someone who experienced the event they are describing, while secondary sources were not.
2. Primary sources typically include things like diary entries and letters, while secondary sources typically consist of textbooks and journal articles.
3. Primary sources generally offer a single or few perspectives on an event, while secondary sources typically offer multiple perspectives because their creation is based on a variety of primary sources.

Similarities between primary and secondary sources:

1. Primary and secondary sources both provide valuable information about historic events.
2. Both primary and secondary sources are used for historic research.

Slave Cabins

1. A chamber pot is a bowl-shaped container with a handle, and often a lid, used as a portable toilet, especially in the bedroom at night. They were used by enslaved people because they did not have modern-day plumbing and it was their only option if they did not want to go outside.

Making Cloth and Quilting

1. Enslaved people used looms to weave together thread to make cloth.
2. The three main stages of making cloth are carding, spinning, and weaving.
3. A carding brush is a wooden block fitted with a handle and covered with short metal spikes.
4. The skirt was worn by Lucy Lee Shirley in ca. 1860. This was before slaves were freed.
5. Quilts tell the story of the community because they are patched together using clothing items from various community members.
6. Newspapers were sewn into the backs of the quilts.
7. Historian Gladys-Marie Fry learned through oral history that her great-great-grand-mother was enslaved on an Arkansas plantation. Fry also learned that her ancestor was a skilled seamstress.

Skilled Trades

1. Emmaline used sweetgum balls, dogwood tree bark, and red clay for dyeing cloth.
2. Emmaline's father was a shoemaker.
3. Slave shoes were made from animal hides.
4. Emmaline's father used a tanning vat to prepare the animal hides for shoemaking.
5. Answers may vary.
6. Answers may vary.

King Cotton

1. The three main cash crops the plantations grew in America were cotton, tobacco, and rice.
2. The slogan "King Cotton" implied that cotton was so important that Southerners would have no problem winning the Civil War against the North. They thought, that since cotton was the most important trade item, they would have all the resources they needed to win.
3. Emmaline and the other enslaved people on the Harper Plantation woke up at 4 a.m. to begin picking cotton.
4. Plantations grew cotton from summer through autumn.
5. Peoples' hands were bloody after picking cotton because of the thorns on the cotton plant.
6. The enslaved field hands were scared to pick cotton when it was dark outside because they feared getting the cotton dirty. If the cotton became dirty then they would get into trouble.
7. George had to pick 300 pounds of cotton each day. Answers may vary for second part of this question.

Enslaved Women and Children

1. The children going to school were scared to teach the enslaved children how to read and write because they were scared of getting in trouble.
2. Answers may vary.
3. Answers may vary.

In Freedom

1. This proclamation promised freedom to all enslaved people living in areas that rebelled against the United States of America.
2. The northern Union Army fought and defeated the southern Confederate Army in order to abolish slavery.
3. The owners of Emmaline's family offered them a house, mule, hog, and cow if they would stay and work on the plantation.

4. Emmaline's parents thought they would have a better living situation somewhere else so they declined the offer and left to work at a different plantation in a neighboring county.
5. Formerly enslaved people wanted to own land. It was believed that if they could own land, they could take care of themselves. If they had land they would be able to farm it with their own labor and create wealth.
6. The northern and southern states were re-integrated and slavery was abolished.
7. The Black Codes were established by fearful southerners and were used to control Black people by requiring them to follow strict rules.