

Teacher: Callie Preston

Title: Cotton Pickin'

Subject: Social Studies, L.A., P.E.

Topics: Slavery, Cotton, Social Classes,  
Discrimination

Grade: 6th

Lesson Duration:

School: Canon City Schools

<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Using Multiple Intelligences, this lesson will address slavery (what it was and comparison between U.S. slaves and slavery in other parts of the world) and Discrimination of this Social Class (Catalyst: Cotton - What it looks like, how it was grown and picked, different uses, etc.). Activities involved in this lesson include a cotton picking contest (physical activity, interpersonal, naturalist), discussing a PowerPoint about cotton and discrimination with a quiz at the end (visual, interpersonal, mathematical), watching a movie that deals with both directly, including the KKK, and a follow-up self-assessment journal activity (intrapersonal, visual, linguistic).
<b>National Standards for History Era:</b> <a href="#">Link</a>	<b>U.S. History: Era 6.1</b> <b>World History: Eras 2 - 5</b>
<b>Standard(s):</b> <i>State, Local or National</i>	<b><u>History 3.2:</u> Students understand the history of social organization in various societies.</b> <b><u>Economics 1.3:</u> Students understand that resources can be used in many ways and understand the costs of alternative uses (division of labor and the investment in human and physical aspects)</b>
<b>Themes/Concept:</b>	<u>Using Multiple Intelligences, this lesson will address:</u> <ul style="list-style-type: none"><li>• Slavery (What it was and comparison between U.S. slaves and slavery in other parts of the world)</li><li>• Discrimination of this Social Class (Catalyst: Cotton - What it looks like, how it was grown and picked, different uses, etc.)</li></ul>
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ul style="list-style-type: none"><li>• How was cotton harvested prior to the invention of the cotton gin?</li><li>• Why was harvesting cotton so difficult?</li><li>• Why was cotton so important?</li><li>• Who were mainly utilized in harvesting the cotton (which social class)? What or who is a slave?</li><li>• What was life like for slaves who were expected to do the labor?</li><li>• What is discrimination and what does it look like?</li><li>• How was slavery the same/different in the US as compared to Mesopotamia, Sumer, Egypt, and Asia (insert your own country of study here)?</li></ul>
<b>Elements</b> <i>(What you want the students to understand)</i>	<ul style="list-style-type: none"><li>• SWBAT Describe how cotton was harvested prior to the cotton gin and what made it so difficult.</li><li>• What was a slave and what was life like for them.</li><li>• What is discrimination?</li></ul>

	<ul style="list-style-type: none"> <li>• How was slavery in the U.S. the same and/or different as compared to other areas and eras in the world?</li> </ul>		
<p><b>Launch Activity (Hook)</b></p>	<p><b><u>Cotton Picking Contest:</u></b>  <b>Equipment:</b> Cotton balls, chopsticks or clothes pins, carpet squares or cones, obstacles  <b>Directions:</b> The objective is to get the cotton harvested and stored into the storehouse before the weather changes. In teams, students race against each other to pick up one cotton ball at a time with a chopsticks or clothespin and place them in a particular spot. (I use chopsticks when studying China.) Use carpet squares or cones to outline the "warehouse" or be the storage area for the cotton. Use obstacles (like tires or detours) to obscure a direct path from the pick up to the drop off points. Detours could even be owners of the cotton field trying to "tag" them out. The first team to get all of their cotton in wins.  <b>Debrief:</b> What made this difficult? What was easy? How did you problem solve as a team? Did the obstacles make it more difficult? How did you have to work together as a team? How did you not work together as a team? What worked? What did not?  <b>Vocabulary/Language Skills:</b> cotton, clothespin, warehouse, obstacle</p>		
<p><b>Knowledge &amp; Skills</b></p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p><u>Vocabulary</u></p> <p>Discrimination  Cotton Gin  Slavery  Foundlings  Punishment  Harvest  Domestic</p>		<p><u>Skills</u></p> <p>Writing  Problem-solving  List  Discuss/Dialog  Teamwork/Team Building  Explain  Take a stand on a topic and defend it  Physical Movement  Self-Reflection  Gardner's Multiple Intelligences</p>
<p><b>Lesson Methodology</b> <i>(How will you conduct the lesson; activities...?)</i></p>			
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• View the PowerPoint about Cotton Picking in the South. While viewing discuss each slide and questions presented on them. If you have a sample of real raw cotton, share this during the presentation too. <ul style="list-style-type: none"> <li>○ Assessment: <ul style="list-style-type: none"> <li>▪ Group discussions</li> <li>▪ Take quiz at the end</li> </ul> </li> </ul> </li> <li>• Watch the movie "Places in the Heart" with Sally Fields and Danny Glover. This movie does an excellent job of demonstrating the hardships of raising, growing, and harvest cotton. It takes place during the Depression when discrimination is still</li> </ul>			

very much alive and well in the U.S. It also does an outstanding job of showing the pain and suffering that accompanied the picking of cotton. You will need to preview this movie, as there are two parts that are “risqué” and you will need to stop and fast forward through them. I always get permission slips from parents too, as the “N” word is used, and I like to err on the side of caution. You could also just show the parts about picking the cotton if you wish to save some time, although you will lose a lot of the discrimination part of the lesson and the hardships that were faced in trying to “survive” during this difficult time. There are appearances by the KKK in places in this movie, and it briefly touches on discrimination of the handicapped and division of social classes as well. Use the 3-part journal entry below for assessment.

- 3-Part Journal (Self-Assessment): Divide a sheet of paper into three equal sections horizontally. Label each section as follows:
  - What new information did I learn? What was my favorite part?
  - What did I already know? How does the new information fit in with the old?
  - How can I use this information in my own life?

**Assessment Evidence:** *See highlighted areas in yellow above for more details.*

**Traditional Assessment** (*Quizzes, Test, Selected Responses*)

Quizzes and Essay-Question Tests

**Authentic Assessment** (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Group Discussions and Processing

**Student Self-Assessment**

3-Part Journal Assessments

**Differentiation Associated with this unit**

For Special Needs: For the quiz on the PowerPoint, you can limit the amount of responses for each question. For example, where it asks for two reasons, it can be modified to list only one reason. Modify as you feel necessary for each individual students’ needs. You could also allow students who struggle with writing to draw a picture of their answers and write a caption for them.

For Gifted and Talented: Visit the Library of Congress website where you will find actual slave narratives. Allow these students to “explore” these and listen to them until they find one they like and then memorize and act out the narrative for the class in period costume.

**Resources and instructional tools:** (*Including Video Sources, Text Resources, Research Strategy*)

- Computer and PowerPoint viewing software/hardware
- Cones, Cotton Balls, Clothespins/Chopsticks, Obstacles
- Paper, pencils
- VCR or DVD for video, *Places in the Heart* (can be rented for 99cents from Blockbuster)
- Raw Cotton (Optional)