

Slavery: The Caribbean + The Slave Trade

Purpose of this lesson: Using the creative elements of *Hamilton's* Cabinet Battle songs, have the students cite historical and textual evidence to create an original verse from the viewpoint of an enslaved West Indian woman.

Grade Level: 9th-12th

Common Core Standards:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Activator:

Start the class off by watching the Ted-Ed video, "The Atlantic slave trade: What too few textbooks told you - Anthony Hazard". (https://www.youtube.com/watch?v=3NXC4Q_4JVg)

Activity #1: Cabinet Battle #3

After having watched the video, which provided the background information about the Atlantic slave trade, pass out the lyrics for the *Hamilton* song, "Cabinet Battle #3 (Demo)". Play the song while students follow along with the lyrics. The lyrics and audio can be found at, <https://genius.com/Lin-manuel-miranda-cabinet-battle-3-demo-lyrics>

As a class, come together and discuss the stances of Washington, Madison, Jefferson, and Hamilton. Have the students provide concrete lyrical evidence in order to defend their answers.

Activity #2: Mary Prince reading

Pass out the excerpt about Mary Prince, an enslaved West Indian woman. Have the students read it through once before discussing it with a partner.

<https://docs.google.com/document/d/1i5S7T8Ps6JBSX4YpjHYpsUuCEFqzOurWIkH97krwVIU/edit>

Activity #3: Response to the Founding Fathers

Now that the students have heard perspectives from slave owners, founding fathers, and an enslaved young woman, have the students construct a verse for "Cabinet Battle #3" that would respond to the four founding fathers from the perspective of Mary Prince. The verse should be 10 lines long and should clearly articulate how Mary Prince might have felt. The students must also

provide at least 3 annotations in their lyric that further explains why Mary Prince might have said that, and what evidence from the document would support it.