



VIRTUAL LEARNING JOURNEY

SLAVERY AND FREEDOM

www.gpb.org/ot-house

Guide Title	Exploring the Owens-Thomas House & Slave Quarters
Grade Level(s)	8-12
Timeline	2 45-minute class periods

ESSENTIAL QUESTION

How did enslavers and enslaved workers interact in a wealthy antebellum household?

OBJECTIVES

- Understand the personal relationships within the system of enslavement
- Analyze how enslaved people and their enslavers interacted
- Interpret the human angle of slavery
- Examine how elite society displayed the wealth they earned through slavery

STANDARDS

Social Studies

SSUSH7d. Investigate political, economic, and social developments during the Age of Jackson.

SSUSH2b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.

SSSocSC3. Describe adaptation, cooperation, accommodation, and competition in the context of social control.

SSSocSC4. Analyze the function of social institutions as agents of social control across differing societies and times.

SSSocIC1. Analyze forms of social inequality.

SSPSP1. Analyze the impact of the social environment on behaviors, and attitudes.

Literacy

L11-12RHSS1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

BACKGROUND

The Owens-Thomas House & Slave Quarters was built in 1819, during the antebellum period. It is now a museum interpreted in (or set up to look like) the 1840s when slavery and agricultural production in Georgia were growing quickly.

SUMMARY

The grounds of the House & Slave Quarters encompass two buildings, the mansion and enslaved living quarters. The three-story mansion and two-story enslaved living quarters are connected by a well-manicured garden. These grounds allow users to explore intimate details of how people lived, worked, and related to one another within an elite slaveholding household.

ELEMENTS

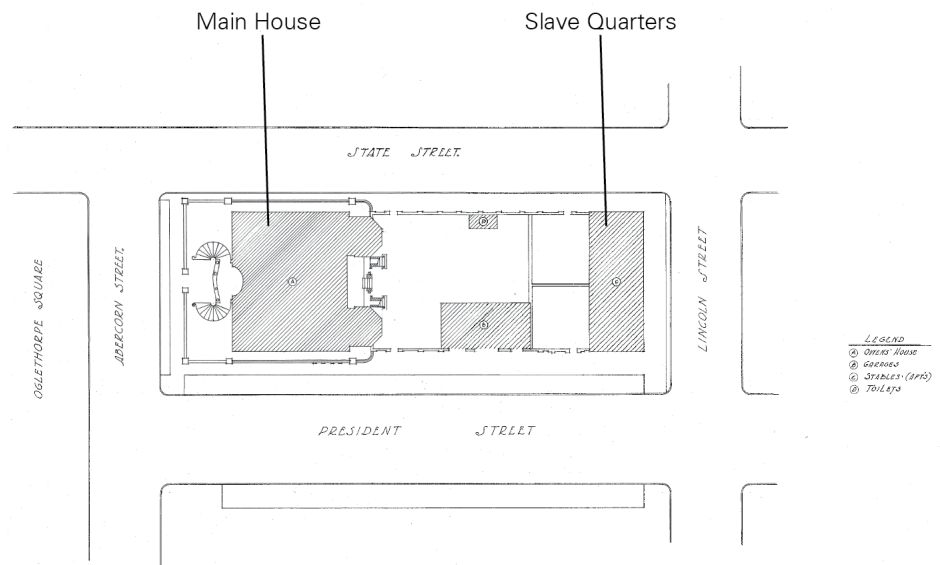
Rooms are either galleries of photos and videos or explorations where you can go inside. To access these rooms, click the location icon. Explorations have room summaries, hot spots of highlighted items, and a voiceover 360 virtual reality image (available in the Discover wheel at the bottom left). Explorations may have audio, media, and/or archives available for additional content. To help students understand the layout of the grounds, look at the screenshots below and on page three.

When exploring the house, you also have additional navigation and content options:

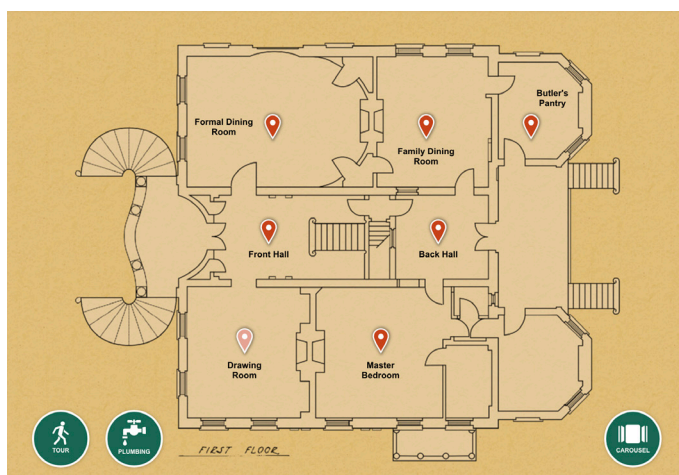
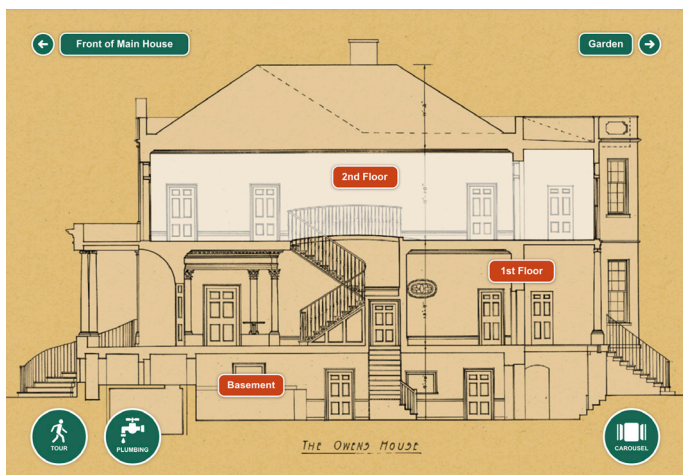
- Jump to any room via a “carousel” at the bottom right of the screen
- Go on a virtual exploration by clicking the “tour” button at the bottom left of the screen
- Examine the plumbing and features of the house, also at the bottom left of the screen

LAYOUT OF THE GROUNDS

Use these architectural images to help students preview the layout of the Owens-Thomas House & Slave Quarters, advising them that in the mansion there are three floors: a basement, first floor, and second floor. The Slave Quarters is a building behind the mansion. The grounds of the Owens-Thomas House & Slave Quarters has two major buildings: the mansion and slave quarters (sometimes called a carriage house). These are the two buildings students can explore in the Slavery and Freedom Virtual Learning Journey.



From the Table of Contents, navigate to the Main House section. Inform students that once they have chosen a floor, they will see a floor plan where they can explore that level room-by-room. The mansion has nine rooms on three floors and the slave quarters has three rooms on two floors. Note that not all of the rooms are available for full exploration.



PROCEDURE

Launch the Owens-Thomas House & Slave Quarters virtual exploration, watch the short introductory clip, and then click on the Discover button at the bottom left. Choose the Media icon and watch the first video (nine minutes).

- Have students answer simple questions in Bloom's taxonomy with a partner after playing the short clips from the first video in the Media gallery.
 - Remember:** Show section 00:00 - 00:56 and ask students to STATE where the Owens-Thomas House & Slave Quarters is located and who lived there.
 - Understand:** Show the section again and ask pairs to IDENTIFY why urban slavery is different than plantation slavery.
 - Understand:** Then ask students to brainstorm and EXPLAIN how historians do their work. How does history get written? What must historians do before they write historical accounts?
 - Apply:** Show section 00:56 - 01:56 and ask students to RECOGNIZE why the House is unique in terms of history. Show the section again and ask pairs to INTERPRET how this unique story could alter the history we know.
 - Apply:** Show section 01:56 - 04:15 and ask students to EXAMINE why this new approach to explaining the history of this period might be controversial. EXAMINE: What would be wrong with just telling showing the "upstairs" part of the story?

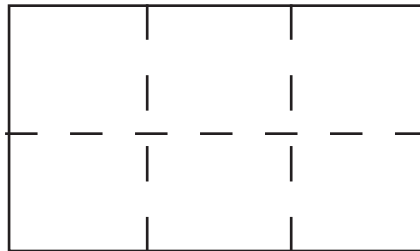


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2. Divide students into groups of two to four people and assign each group one or two rooms to explore. (There are 12 rooms total between the Main House and Slave Quarters.) Then have them complete the following:
 - Six Word Story activity: Students will read the room summary and rewrite it using only six words. This may be written as one sentence or as six main ideas.
 - Explore the room's gallery and complete an analysis guide (see page five) detailing the contents and purpose of each room.
 - List the major actors (people) who are mentioned in that room and what you know about them.
 - Explain two ways that the facts you have collected are significant to the summary of the room.
3. "Jigsaw" this activity by reorganizing the groups so that each group has at least one person from each room. Have students share what they have learned with their new groups.
 - Give each student a blank piece of paper and have them first fold it into thirds and then in half, making six sections.



- Tell students that each of the 12 sections (six on the front, six on the back) are for each of the rooms they will hear about in their groups.
- Have students label each section with a name of a room and then share what they have learned with their new groups.
- While listening about each room, students should write down two pieces of information that stood out the most to them.

OWENS-THOMAS HOUSE & SLAVE QUARTERS ROOM ANALYSIS GUIDE

1. What is the name of the room?

2. Main House or Slave Quarters?

3. Explain the room's summary in six words.

4. What was the function of the space?

5. Who is mentioned? What did you already know or learn about these individuals?

6. How did the wealthy inhabitants use this room?

7. How did enslaved inhabitants experience this room?

8. What is the most interesting thing you discovered?

9. **REFLECTION:** In a few sentences, explain how exploring this room helps you better understand the interactions between enslaved people and their enslavers in an urban household.