

Draft Lesson Plan for Use of Buncombe County Slave Deeds as Primary Source Documents

1. Before beginning the lesson, ask folks to write on a card what their emotions, concerns, and questions are prior to reading the deeds and to write 1-3 things down and pass them to the front. Then ask a student to type them out while you explain how the lesson will work. Before you start, read the emotions aloud so that everyone can see what is in the room that is unsaid.
2. Review what the best practices are for teaching about slavery and how those are incorporated into the lesson – and why.
3. Put the Register of Deeds link on the screen and share that the project was started in 2000 by students from Asheville, Roberson, and Reynolds High before digitization was available – all by microfiche. Drew Resigner was the first Register of Deeds in the nation to put them on line and is now working to make it a national project.
4. Divide the class into groups of three and give each group the same three documents with some sticky notes to divide up. They are going to do annotation on each document using sticky notes. Their job is to read each document and put their comments on sticky notes by parts that interest them. When they are done, pass that document to the next person till each person has read and commented on all three documents. Then ask them to have a discussion about them.
5. After a 10 – 15 minute document review of annotation bring the class back together for a class discussion.
6. Share that Asheville is especially fortunate as the Hemphill document (referring to the purchase of Sarah Gudger) has an interview from the slave narratives that goes with it. Either have them read or listen to all or parts of the text or spoken narrative.

7. Have a conversation about voices and point of view. How many points of view are there in the slave deeds? What about Ms. Gudgers'? Whose voices are still heard
8. All of these deeds were recorded at the Buncombe County Courthouse which stood where the current Vance Monument rises yet there is no mention of that. Why? There are three confederate monuments there. Why?
9. Wrap up with another round of emotions maybe this time by doing it out loud.
10. Where appropriate, connect this with other text from Frederick Douglas, Solomon Northrup, Harriet Ann Jacobs, or Harriet Tubman.