

# Schuyler Mansion Resource Guide

## High School Lesson:

### Anticipatory (opening) set:

Students read Bet's confession and answer the following questions:

1. Who wrote this document?
2. Why was this document written?
3. When was this document written?
4. What is the main idea of this document?
5. Is the information in this document accurate?

**Direct Instruction:** Discuss with students the significance of Bet's confession in context of the time period. Ask students what they know about this time period and the social hierarchy that existed. If necessary, provide scaffolding questions to aid students in uncovering the historical setting in which Bet lived.

### Video:

Show *The Accused* to the class. As they view the video, students will create a diagram in which they place the individuals from the video into a social order. After viewing the video, students will summarize the main idea of the performance and generate questions about the Albany Fire of 1793 based on their summary of the video.

### Document Analysis:

Explain to students that they will now be asked to analyze the evidence from the fire and determine whether the three slaves were treated fairly in the process of their conviction and execution. Students will use the evidence gained from these documents to participate in a Socratic Seminar in which they will discuss the fairness of the events following the fire and the validity of the secondary sources they will read prior to the discussion.

### Assessment:

After participation in the Socratic Seminar, students will write an argumentative essay answering the compelling question: Can everyone be treated fairly in a society with racial and social hierarchies?

*For each document, ask the following questions:*

1. Who wrote this document?

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2. Why was this document written?
3. When was this document written?
4. What is the main idea of this document?
5. Is the information in this document accurate?
6. How does the information in this document compare to the information found in the other documents?

## **Extension Activities:**

1. Students critique the dramatization *The Accused* using evidence from the documents. The critique should include suggestions for changing the reenactment based on the evidence.
2. Students research and gather additional information about the Albany Fire of 1793. Have students share the new information with the class and explain how this information supports or changes their understanding of the event.