

Text Analysis.

Close Reading - Annotation Markings	
★ Important information	_____ Key Detail/Date
✓ I understand	? I don't understand (Add a question to ask or look up)
○ Unfamiliar word or term, also write them in the margin	! Surprising
In the margins, left and right, this is where your thinking shows. Write comments, ideas, definitions that you realize or figure out as you read.	

As you read:

- 1) Annotate the text using the markings above.
- 2) In the space to the right, list any words that are unfamiliar, or words that we do not use often.
- 3) Write a main idea for your assigned part of the text.

Text	New or Unfamiliar Words
<p>When time into the field, he is whipped up smartly and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capability in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty.</p>	
My Main Idea:	My Team's Main Idea:

Text	New or Unfamiliar Words
<p>An ordinary day's work is two hundred pounds. A slave who is accustomed to picking, is punished, if he or she brings in a less quantity than that. There is a great difference among them as regards this kind of labor. Some of them seem to have a natural knack, or quickness, which enables them to pick with great celerity, and with both hands, while others, with whatever practice or industry, are utterly unable to come up to the ordinary standard. Such hands are taken from the cotton field and employed in other business.</p>	
My Main Idea:	My Team's Main Idea:

Text	New or Unfamiliar Words
<p>The hands are required to be in the cotton field as soon as it is light in the morning, and, with the exception of ten or fifteen minutes, which is given them at noon to swallow their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see, and when the moon is full, they often times labor till the middle of the night. They do not dare to stop even at dinner time, nor return to the quarters, however late it be, until the order to halt is given by the driver.</p>	
<p>My Main Idea:</p>	<p>My Team's Main Idea:</p>

Text	New or Unfamiliar Words
<p>The day's work over in the field, the baskets are "toted," or in other words, carried to the gin-house, where the cotton is weighed. . . . This done, the labor of the day is not yet ended, by any means. Each one must then attend to his respective chores. One feeds the mules, another the swine—another cuts the wood, and so forth; besides, the packing is all done by candlelight.</p>	
<p>My Main Idea:</p>	<p>My Team's Main Idea:</p>

Text	New or Unfamiliar Words
<p>Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil. Then a fire must be kindled in the cabin, the corn ground in the small hand-mill, and supper, and dinner for the next day in the field, prepared. All that is allowed them is corn and bacon, which is given out at the corncrib and smoke-house every Sunday morning. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal. That is all—no tea, coffee, sugar, and, with the exception of a very scanty sprinkling now and then, no salt.</p>	
<p>My Main Idea:</p>	<p>My Team's Main Idea:</p>

Part 1: Cartoon Analysis.

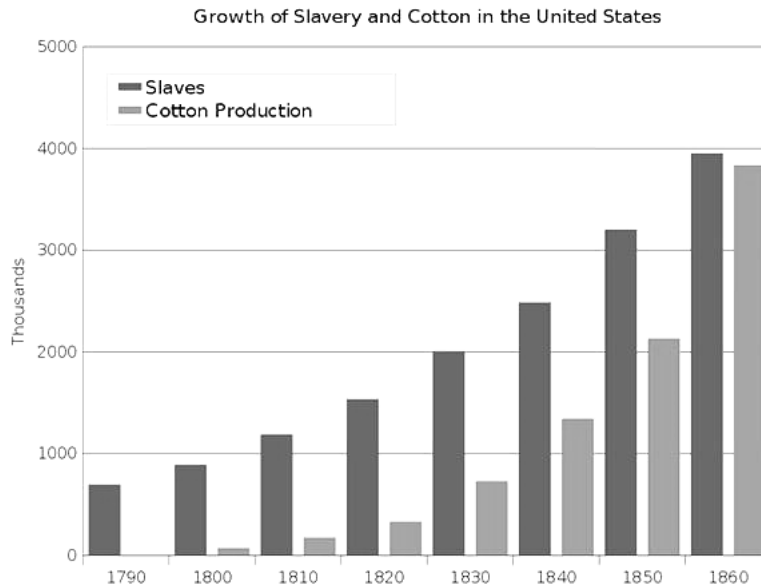
Using the WAVES method, analyze the cartoon.



<p>W</p>	<p>What WORDS do you see? (What are they saying? What are the titles and captions?)</p>	
<p>A</p>	<p>What ACTIONS do you see? (What are people doing in the image?)</p>	
<p>V</p>	<p>What VISUALS do you see?</p>	
<p>E</p>	<p>What EMOTIONS do you see? (How are the characters feeling?)</p>	
<p>S</p>	<p>What is the SIGNIFICANCE of this cartoon? ("So what...?")</p>	

Part 2: Graph Analysis.

Use the following graph to answer the questions below.



1) In 1800, about how many slaves were there in the United States? (remember, the number represents the number of thousands)

2) In 1800, about how much cotton production was there in the United States?

3) In 1860, about how many slaves were there in the United States?

4) In 1860, about how much cotton production was there in the United States?

5) **Integrating Information.** Both the number of slaves and the amount of cotton in the United States increased over the period from 1790 to 1860. From this data, what connection can be made between slavery and cotton production?

6) **Making Inferences.** Was cotton an important part of the United States economy during this time period? Explain your answer.

7) **Making Conclusions.** Using the information in the packet “Analyzing Slavery” and the graph above, explain why abolition was an important cause for the Civil War.