

Chattel Houses: Architecture Connections

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Subject(s): World Geography, History

Driving Geography Theme: Movement

Key Words: slavery, chattel, slavery

Time Allotted: One 90minute block

Lesson Overview	Students will be guided in acquisition of connections of chattel property in Barbados to other forms of similar property in the US. Additionally, students will be asked to research other architectural and historical connections.
Compelling Question	What is chattel? Where did this word derive from? What is a chattel home? Are there examples of or buildings/housing similar to chattel homes in the US?
Supporting Questions	How was Barbados influenced by other nations? How did the architecture of Barbados specifically influence other parts of the world?
Learning Objectives (2-3)	Student will be able to: Define chattel, describe the basic structure of a chattel house, and explain the purpose of chattel housing. Explain connections between the architecture of Barbados and the US. Find examples of architecture in their community that resembles examples provided via power point teacher led lesson.
C3 Standards & Practices	How has history and geography aided in the dispersion of the chattel homes and other types of architecture? (Applying Disciplinary Tools/Concepts, Evaluating Sources & using evidence, followed by communicating conclusions via their research projects
Materials/ Resources (PPTS, Worksheets, Teacher Guides, Primary Sources, Etc.)	INCLUDE a List of Materials Needed and Provide these supporting materials. 1. Teacher created power point with links to websites and videos about Barbados, Chattel property and other architecture links 2. Access to Chromebooks/computers, internet and power point or some other form of presentation software to complete assignments 3. Time for research, compilation of research and completion of project

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Modifications/ Extensions	Upon completion of presentation by educator, students will photograph and then explain how/why these particular homes/buildings, etc. in their neighborhood demonstrates architectural influences of chattel properties. Research history of the island and the slave trade to make further connections to Virginia and other surrounding Southern states. Choose another country in the world to research, then: 1. Choose an aspect of the culture of that country (language, religion, government, music, architecture, farming techniques, etc.) 2. Research the country to determine an aspect that it shares with another neighboring country 3. Determine connections and how/why they exist
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375 (to 750 max) word Contextual Essay that provides background to your topic

Upon emancipation, the former enslaved people of the island of Barbados were still limited in their freedoms. Economic opportunities were few for the former enslaved; therefore, the Bajans who recently received their freedom were forced into a chattel system. Chattel is a word meaning moveable property. The same people who had formerly owned them continued to do so in a sense. The homes that were built were small, portable and on non-permanent foundations. The workers were forced to work for their former owners and if for virtually any reason, the former owners could make an entire family move at their discretion. These homes had to have the ability to be moved quickly. The chattel system thus began. The small homes resembled the homes that many of these people had in their former homes of Ghana & West coast Africa. As more interaction took place between the Caribbean and Southern US, the influx of this architecture structure grew as well.

Bajan culture even today contains numerous communities that appear littered with chattel properties. Unlike most Americans who build homes that, they cannot afford. It appears that most Bajans, even since independence, have continued to live in smaller homes that mimic the original chattel style homes of the past. These homes are not the only type of shared architecture in this region either. Other cultural and architectural connections were made within this lesson to ensure that students start to develop the “sight” to do this on their own. This lesson provides students with a working example of cultural diffusion primarily through architecture. In addition, the examples show how/where this diffusion began and the reach of said diffusion.

Teacher Preparation Instructions (explain lesson preparation steps)

- Teacher created power point to illustrate the type of finished product (quality and quantity) desired for assignment #2
- Be ready and willing to lead discussions about the photographs/photograph comparison activities

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- Be sure students or yourself have internet access in order to find links/sites that will be used.

Instructional Procedures/Process (Explain the instructional steps to your activity – write the directions for a general audience so that the lesson is easy replicate – provide sample talking points, etc.)

- Follow the outline of the accompanying power point.
- Begin with the two photos: What do these two photos have in common?

Photo 1: Trailer Park v Chattel homes

Ask students leading questions:

- What are some similarities? Close proximity of homes
- Colors?
- Mobility?
- What groups of people normally live in these types of homes?

Photo 2: Small homes in US v Chattel homes

- What do these have in common?
- Any striking differences?
- What is chattel?
 - Define: have students define on their own. It is not so important to be correct or incorrect but to see how much they know prior to the lesson.
 - Class discussion: What is chattel?

Have students offer their “definitions” as a conversation start

- Watch video clip: defining chattel
- Links to describe, discuss and illustrate chattel houses
 - Chattel Houses of Barbados article
 - Slide illustrating a variety of chattel properties
 - Barbados: Goods and Chattels (approximately 2 minute video)
 - Traditional Bajan Chattel Homes (list of links providing historical information)
 - Video Visit of Bajan Chattel House at Tyrol Cottage (approximately 5 minutes)
 - After viewing this video, along with the previous information determine what students impressions are of this type of home. (e.g. easy to clean, cozy, tidy, dirty, dark, small)
 - Study the photo: photo is homes found on west coast of Africa, specifically, Ghana
 - After leading students in a class discussion about what they had seen in the photo. Students should make connections to the similarity in architecture.

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- Have them read the article that will explain the connection of the homes of Ghana & the chattel homes
- Next, students should read article: “Slave trade in Africa from start to finish article”
- Photo Study: Three Homes
 - What do you see? (three houses) What else? Vegetation near the homes, yards, big windows, etc
 - Do you think these homes are found in the same area? Same country? Why or Why not?
- Drax Hall, St. Nicholas Abbey and Bacon’s Castle
 - All three are examples of Jacobian architecture
 - Where are each located? (Google Internet Search)
- Barbados Age of Discovery: British and Virginian connections (approximately 5 minute video clip)
 - This video should further illustrate the connections between Virginia & Barbados along with the examples of Jacobian architecture
- Is Barbados Really that Far Away?
 - Two sites to help make the Carolina Connection (Use links provided.)
 - Barbados Carolina Connection (approximately 12 minute video clip)
 - Further connects Barbados to our neighboring state, North Carolina
 - After reading the articles and viewing video clip, students should be able to see more examples of diffusion.
- Small House Movement v. Chattel Houses
 - Discussion: Can the small house movement popularize chattel homes even though traditionally they were substandard housing for enslaved people?

Closure (Activity/Procedure that brings the lesson/activity back to the guiding questions)

- **Two closing activities: 1st one is photographing and explaining in video post or written response how the photos taken are examples of or resemble Bajan architecture**
 - Assignment #1
 - Photograph architecture in our community that appears to have been influenced by the layout of the chattel houses.

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- Upload your photographs into a presentation or Word document & then create a minute or less video file or a two paragraph response to how these photographs resemble chattel property or some other type of architecture found in Barbados.
 - Email your finished assignment to your instructor.
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- **Assignment #2: Deals with students completing a finished piece of work similar to power point created with links, video clips, etc. after researching a country of their choosing then finding connections to other countries.**
 - 1. Determine a country or a short list of countries that you are interested in researching.
 - 2. Learn as much as you can about a particular country. A good place to start is <https://www.cia.gov/library/publications/the-world-factbook/>
 - 3. Choose an aspect of the culture of your country: its government, history, music, language, clothing/fashion, religion, farming techniques). Research that aspect as fully as possible. Explain how you researched and the means by which you did so in your final work.
 - 4. Find connections of your chosen country to other countries and cultures around the world.
 - 5. Create a power point or another formal type of presentation similar to this one to demonstrate your findings.
 - You are given several days to construct and finalize your projects. Make sure your finished product demonstrates your work ethic and competency in making numerous historical and geographic connections.

Appendix: Power Point for the lesson attached.

Provide all support materials: Annotated bibliography page which provides sites/links used for the lesson. Additionally, links are hyperlinked within the power point lesson for ease of location.