

***Teaching American History
EDU 6710 C07 The Enduring Legacy of the American Revolution ~
Freedom***

***From Slavery and Abolition to Civil Rights – Freedom's Heroes
Linda M. Paquette***

April 10, 2009



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Title: From Slavery and Abolition to Civil Rights – Freedom's Heroes

Date: April 10, 2009

Grade Level: 7 – (Heterogeneous grouping)

Unit Length: Approximately three weeks – depending on the needs and interests of students in each class.

Milestone:

This final project is a result of what happens when time and students enter the plan and reality replaces the visions of July. The original project remains essentially in tact, but with changes and modifications due to the nature of the previously mentioned reality.

Proposal/Unit Overview:

Before the students begin a survey of the Civil Rights Movement and the reading of Warriors Don't Cry by Melba Patillo Beals, this unit will explain how the foundations for the Civil Rights Movement of the mid 20th century were set over one hundred years before Brown v. the Board of Education. The strong, determined and courageous men and women who laid these foundations during anti-slavery activities charted the way for future heroes in the struggle for black Americans. Through the eyes of heroic abolitionists such as, but not limited to, Sojourner Truth, Angelina and Grimke, Frederick Douglass, William Lloyd Garrison, Frances Harper, and Harriet Tubman, students will examine and demonstrate understanding of the driving forces of the abolitionist movement.

History is often fed to students in impersonal chunks from textbooks rather than by encouraging and guiding them to view it as a connected and intertwining road through time, traveled by real people who made or initiated powerful changes. Students will look at the lives, opinions, and struggles of some of abolitionism's leaders and heroes and come to understand their reasons, passion and determination for freedom and how they provided the foundation for the Civil Rights Movement's unrelenting struggle for freedom and equality

Seminar Impact:

The seminar reinforced for me two significant concepts which are essential for students to better understand the abolition and Civil Rights movements:

- The complexity and varied reasons behind the abolition movement ~ students need to understand the “whys” not just the “whats”.
- The *relationship* between abolition and Civil Rights ~ students need to understand that they were not isolated, independent events.
- See reflection paper

Central Questions:

- What and why slavery?
- What is freedom? Equality?
- What and when was the abolition/anti-slavery movement?
- What did abolitionists want and why?
- From where did abolitionists find the courage to go forward?
- What is the connection between the abolitionists and the civil rights workers?
- Why did the people in the North care about the slaves in the South?
- Were all people against slavery for the same reason?
- Student generated questions (brainstorm first day of unit after introducing topic).

Challenge Questions: (note: I will not have an advanced group of grade 7 students as classes are mixed. I will offer all students challenge questions, providing accommodations, adaptations, etc. for those who may need them.)

- What if Sojourner Truth and Melba Patillo Beals changed places? Frederick Douglass and Martin Luther King?
- Can you create a theory about the effects of this movement on future events?

Key Ideas:

- There were varied reasons for opposing slavery.
- One does not have to be rich and famous to be a leader.
- The abolition movement changed the lives of Americans and led to reform.

Learning Outcomes:

- To read and comprehend primary sources in order to better understand the reasons behind the anti-slavery movement. (For example: *Declaration of Independence*, *Constitution*, slave narratives, newspapers, letters, broadsides, photographs, artwork, speeches)
- To identify and explain the varied methods used by both black and white abolitionists to rid the country of slavery.

- To list ways in which slaves themselves contributed to abolitionism.
- To complete and present with understanding a timeline of the abolition movement(if time permits)
- To present to the class the biographies of one abolitionist (which will include explanation of their reasons for and roles in the movement).
- To provide evidence, written, visual, and/or oral, that clearly demonstrates understanding of the forces and reasons behind abolitionism.

National and Vermont Standards Addressed and Assessed
From Slavery and Abolition to Civil Rights ~ Freedom's Heroes

National History Standards:

Era 4 Expansion and Reform

- Standard 2 – Students understand a variety of historical sources.
- Standard 3 – Students engage in historical interpretation and analysis

Vermont Vital Results and Standards:

Vital Results

- 1.3 Reading Comprehension
- 1.5/1.6 Writing Dimensions and Conventions
- 1.15 Speaking
- 1.18/1.19 Information Technology and Research
- 1.20 Communication of Data
- 2.1 Types of Questions
- 3.3 Respect
- 4.4 Effects of Prejudice
- 5.13 Responding to Informational Text

History and Social Science Standards

- 6.4 Historical Connections
- 6.5 Traditional and Social Histories

Preparation for Teaching:

- Research texts, documents and web sites (for example:Declaration of Independence, Constitution, Amendments 13, 14, and 15)
- Assessment and scoring criteria and rubrics

- Film documentary ~ *HBO Unchained Memories*, copies of student guidebook for each student (available on http://www.hbo.com/docs/programs/unchained_memories/)
- Bio-cube materials ~ colored pencils, tape, string
- Post-it notes, chart paper or newsprint
- Copies of pages workbook pages for 50-51, Nystrom *Atlas of Our Country's History*
- Copies of Frances Harper's poem "Bury Me in a Free Land"

Activities: (these are just examples, activities on list may become part of a daily lesson plan, assignment and/or assessment as unit is developed after 8-1...)

- Assess prior learning
- Brainstorm (class and group, create historical questions) (interpersonal)
- Read, interpret and analyze primary documents and photographs (linguistic)
- Research, create, explain and present bio-cubes/biographies (linguistic/visual spatial/
- Structured Journaling – Response to readings/film/documentaries, etc. (intrapersonal/linguistic)
- Readers' Theater (linguistic. Bodily-kinesthetic)
- Complete graphic organizers (example: multiple perspectives and causes, similarities and differences) (logical/mathematical)
- Write essay (example: expository, compare/contrast)
- Poem (linguistic/musical-rhythmic)
- Reflective writing (intrapersonal)
- Participate in the writing process (linguistic)

Assessment: (note-all activities are assessed)

- Quizzes/tests
- Graphic organizers
- Essay
- Reflections
- Criteria and rubrics given for all assignments and activities
- Class participation
- Structured Journal responses
- Participation in class discussions

Final Assessments for Unit:

- **Constructed Response Essay**
- **Reader's Theater and Poster Presentation with high school history class**

Daily Plans (blocks are 62 minutes)

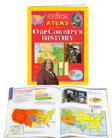
Amount of time for activities may need to be adjusted/modified depending on needs of class.

Days 1-2~ Assess prior learning and create working definitions

- § Students individually write down what they already know about slavery and abolition
- § Share answers with class ~ class discussion
- § On a post-it note, each student writes down her or his definition of slavery and abolition
- § Place post-its on large sheet of newsprint in front of room ~ discuss each one
- § Together, the class creates an accurate working definition of slavery and abolition (discuss also the meaning of the words abolitionist and abolitionism)
- § Create two poster size definitions to be placed on wall for duration of unit
- § Note: The majority of students had a basic knowledge of slavery and abolition

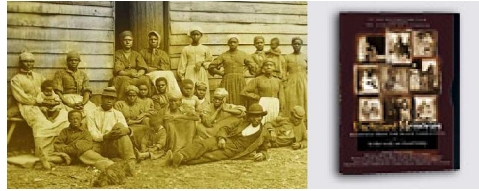
Day 3 ~ The Middle Passage – White Ships Black Cargo (Tom Feelings)

- § Students work in pairs for this activity to understand the meaning of the Middle Passage
- § Each pair receives a photocopy of one image (drawing) from the book
- § Students view and discuss the image, then each student completes a two-three minute free write about the image
- § Students in pairs combine their free writes into one poem or short reflective essay (choice)
- § One student from pair reads poem or essay to class
- § Class reads and discusses Frances Harper's poem "Bury Me in a Free Land"
- § Images, poems and/or essays are displayed in room or hallway



Day 4 ~ Nystrom Atlas of Our Country's History

- § Hand out copies of workbook pages corresponding to Atlas pages 50-51, "How did slavery divide the nation?" to each student (students are familiar with the atlas text and how to 'read' it)
- § Read to the class the focus question and introduction (p. 50)
- § Students complete workbook pages
- § Correct, review and discuss answers and information
- § Homework/Assessment ~ Using the information from workbook and Atlas, students write constructed response ~ How did slavery divide the nation?



Day 5-6-7

UNCHAINED MEMORIES: READINGS FROM THE SLAVE

NARRATIVES ~ HBO Documentary, Student and Teacher guidebooks

[http:// www.hbo.com/docs/programs/unchained_memories/](http://www.hbo.com/docs/programs/unchained_memories/)

- § **Pre-viewing the documentary ~ Read orally and discuss with the class the Student Guide (each student has own copy)**
- § **View the documentary**
- § **Assessment: Structured Journal (see appendix)**

Day 8 ~ The Abolitionists

- § **Review terms abolition, abolitionist**
- § **Students read pages 249-253 in America-Pathways to the Present, Prentice Hall (high school U.S. History text)**
- § **With lower level class, the IA and I read the pages to the class. With the higher level classes, the class “jigs awed” the pages and reported out.**

Day 9-10 ~ Research and Bio-Cubes

- § Summarizing information is an important postreading and prewriting activity that helps students synthesize what they have learned. This tool allows students to develop an outline of a person whose biography or autobiography they have just read; it can also be used before students write their own autobiography. Specific prompts ask students to describe a person's significance, background, and personality. The finished printout can be folded into a fun cube shape that can be used for future reference. Visit this interactive tool at: http://readwritethink.org/materials/bio_cube/.
- § **Students select and research an abolitionist and complete the above activity on-line**
- § **Students present cubes to class**
- § **Bio-cubes placed on display in library**

Day 11 to Final Presentation with high school U.S. History class

- § **Students plan, design and create a visual display summarizing and synthesizing unit information (see cover)**
- § **Students rehearse the presentation of visual display**
- § **Students read and rehearse their parts for “The Tappan Brothers Confront the Nation Over Slavery”, a Readers Theater by John Robertson (SLAVERY IN THE 19TH CENTURY A Unit of Study for Grades 5–8 Jim Pearson and John Robertson National Center for History in the Schools University of California, Los Angeles)**
- § **Some parts to be read by high school students**
- § **Students present visual to high school class and participate in Readers Theater**

Ending Reflection ~ Constructed Response

Using what you have learned in this unit, what influence do you think the abolitionists had on the leaders and workers of the Civil Rights Movement? Use specific examples to support your answer. Use the back and front. (Note: Students had basic knowledge of the Civil Rights era; for example, Martin Luther King, Brown v. Board of Education)

[illegible]

Appendix

NECAP 2008 RELEASED ITEMS GRADE 8 WRITING

Scoring Guide:

Score Description

6

- purpose/position is clear throughout; strong focus/position OR strongly stated purpose/opinion focuses the writing
- intentionally organized for effect
- fully developed arguments and reasons; rich, insightful elaboration supports purpose/opinion
- distinctive voice, tone, and style effectively support position
- consistent application of the rules of grade-level grammar, usage, and mechanics

5

- purpose/position is clear; stated focus/opinion is maintained consistently throughout
- well organized and coherent throughout
- arguments/reasons are relevant and support purpose/opinion; arguments/reasons are sufficiently elaborated
- strong command of sentence structure; uses language to support position
- consistent application of the rules of grade-level grammar, usage, and mechanics

4

- purpose/position and focus are evident but may not be maintained
- generally well organized and coherent
- arguments are appropriate and mostly support purpose/opinion
- well-constructed sentences; uses language well
- may contain some errors in grammar, usage, and mechanics

3

- purpose/position may be general
- some sense of organization; may have lapses in coherence
- some relevant details support purpose; arguments are thinly developed
- generally correct sentence structure; uses language adequately
- may contain some errors in grammar, usage, and mechanics

2

- attempted or vague purpose/position
- attempted organization; lapses in coherence
- generalized, listed, or undeveloped details/reasons
- may lack sentence control or may use language poorly
- may have errors in grammar, usage, and mechanics that interfere with meaning

1

- minimal evidence of purpose/position
- little or no organization
- random or minimal details
- rudimentary or deficient use of language
- may have errors in grammar, usage, and mechanics that interfere with meaning

0 Response is totally incorrect or irrelevant.

Bury Me in a Free Land



MAKE me a grave where'er you will,
In a lowly plain, or a lofty hill;
Make it among earth's humblest graves,
But not in a land where men are slaves.
I could not rest if around my grave
I heard the steps of a trembling slave;
His shadow above my silent tomb
Would make it a place of fearful gloom.
I could not rest if I heard the tread
Of a coffin gang to the shambles led,
And the mother's shriek of wild despair
Rise like a curse on the trembling air.
I could not sleep if I saw the lash
Drinking her blood at each fearful gash,
And I saw her babes torn from her breast,
Like trembling doves from their parent nest.
I'd shudder and start if I heard the bay
Of bloodhounds seizing their human prey,
And I heard the captive plead in vain
As they bound afresh his galling chain.
If I saw young girls from their mother's arms
Bartered and sold for their youthful charms,
My eye would flash with a mournful flame,
My death-paled cheek grow red with shame.
I would sleep, dear friends, where bloated might
Can rob no man of his dearest right;
My rest shall be calm in any grave
Where none can call his brother a slave.

I ask no monument, proud and high,
To arrest the gaze of the passers-by;
All that my yearning spirit craves,
Is bury me not in a land of slaves.

Frances E. W. Harper

www.spartacus.schoolnet.co.uk/USASharper.htm

Structured Journal

Name _____ Date _____

MOST IMPORTANT IDEAS~ What do I really need to remember?

1.

2,

3.

4.

CLARIFYING QUESTIONS ~ What don't I understand that I should?

1.

2.

3.

4.

CONNECTIONS ~ What can I connect this to what I already know?
(text to text, text to world, text to self)

1.

2.

3.

4.

"I WONDER" QUESTIONS ~ This reading/film makes me wonder...

1.

2.

3.

4.

Other comments:

Name: _____ Date: _____

BIO-CUBE ASSESSMENT

Name _____ Date _____

Score your Bio-Cube project using this scale:

| Student | Teacher | Comments |
|---|---------|----------|
| 1. Bio-Cube is complete. (25)) | | |
| 2. Information is accurate. (25)) | | |
| 3. Information is well organized. (20) | | |
| 4. Words are spelled correctly. (10) | | |
| 5. Information was presented orally. (20) | | |
| Total Points (100) | | |

Reflection:

What have I learned about my abolitionist that stands out in my mind and reflects his or her strength during this time?

How did my abolitionist make a difference?

What have I learned about myself?

What have I learned about my classroom community?