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EDU 6710c07 The Enduring Legacy of the American Revolution-Freedom  
May 17, 2009

## **COURAGEOUS CONVENTIONS - VOICES OF CHANGE FROM THE PAST TO THE PRESENT.**

Grade level: Grades 5 and 6

### **Final Project**

I will use this plan to help my students gain an understanding of the abolitionist movement. Students will develop an appreciation of the courage it took for these individuals to put their beliefs into action. Frederick Douglass will be the focal point in the unit. We will follow his life story from his slave days, his escape on the Underground Railroad and his rise in the abolitionist movement. We will have a guest arrive in the character of Frederick Douglass to tell his story and act as a model for my students when it is their turn to perform a slave narrative skit. We will listen to portions of a recorded reading of Douglass' speech at the "great convention" in Ferrisburgh. The students will explore the Vermont connection to the Underground Railroad and slavery resistance. Students will use primary documents such as journals, letters, and newspapers of the time to research slavery in the 19<sup>th</sup> century. They will discover the risks and rewards of advancing the cause of freedom. The students will have three 2 hour workshops on the art forms forged out of the hardships of slavery. The art teacher/music teacher and librarian will help facilitate these activities. Student will be given class time to work on a final project for our "convention". In order to see the connection of the reform movements of the past , and their relevance to the future the students will complete weekly podcasts centering around the "Underground Railroad" especially when it comes to the issue of illegal migrant workers and their families –specifically in Vermont. We will read portions of Julia Alvera's children's book, Return To Sender, about migrant workers in Vermont and newspaper articles surrounding this issue. Finally, after researching the human side of this issue, students will think of various ways they could get their messages out to the community. The unit will culminate with an invitation to parents to attend a "convention" to be held at the Rokeby Museum. We will have tours of the underground railroad room and enjoy a picnic on the ground where students will present skits (slave narratives), songs, artwork, and poetry. Also, they will and share their podcasts of their research of the illegal migrant workers in Vermont.

### **Lesson Length**

- q 7-8 weeks
- q Three 45-60 minute periods per week
- q One 30 minute period per day for current events/podcasting

## **Preparation for Teaching**

This unit will follow an in-depth study of colonization and the American Revolution. Students will have experience in writing current event articles and posters each week. This will enable them to transfer to podcasting. They will have had training using Garage Band so they are familiar to the program.

## **Seminar Impact**

This seminar has had a positive impact on me that will directly affect the way I teach my students. It has been especially beneficial by:

- q Providing me with resources for building my own background knowledge of this era in US history (great books, presentations and field trips)
- q Providing models of primary resources and showing ways to find relevant primary resources.
- q Providing funds for our classroom (always a teacher's dream!)
- q Encouraging us to look at multiple intelligences and to develop strategies to help all students learn.
- q Allowing us time to network with other teachers to pool ideas.
- q Making me aware of the on-line teacher resources for future lessons.
- q Motivating me to strive for higher standards in teaching.

## **Central Questions**

- q What was it like to be a slave?
- q What was the Underground Railroad?
- q Who were Frederick Douglass and other well known abolitionists?
- q What risks were associated with the anti-slavery movement?
- q What methods did the abolitionists use to get their message across?
- q What impact did the abolitionists have on ending slavery?

## **Challenge Questions**

- q What other reform movements were prevalent in the antebellum period?
- q What are some art forms that were forged from the bonds of slavery?
- q What ways can you become an active participant in your community? What are some issues of injustice that you may want to explore?

## **Key Ideas**

- q Slavery was a dominant factor in the South in the 19<sup>th</sup> century.
- q African Americans were denied all rights. Social, political, and economic discrimination were daily realities for African Americans.
- q Abolitionists (black, white, male, female) rose up and defended freedom for blacks in the face of personal risk.
- q Abolitionists were in opposition to the dominant beliefs of their society.
- q These historical figures helped shape the future beliefs of their society.
- q We have a responsibility to become active and informed citizens.

## **Intended Learning Outcomes**

### **Students will be able to:**

- q Conduct research by referring to and following a plan of inquiry.
- q Distinguish between a primary resource and a secondary resource.
- q Organize and display information in a manner appropriate to the research statement through dramatization.
- q Develop and give oral, written, or visual presentations for various audiences.
- q Identify attitudes, values, and behaviors of people in different historical contexts.
- q Identify an important event in the United States and describe multiple causes and effects of that event.
- q Identify a historic event related to basic human rights.
- q Illustrate how individuals have brought about change locally, nationally, and/or internationally.
- q Examine issues from more than one perspective.
- q Explain ways conflict can be resolved peacefully.
- q Identify examples of tensions between belief systems and government policies and laws.

## **National History Standards**

### Expansion and Reform (1801-1861)

[Standard 2](#): How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

[Standard 4](#): The sources and character of cultural, religious, and social reform movements in the antebellum period

### [Standard 2](#): Historical Comprehension

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- B. E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives

## **Vermont Standards**

### Effects of Prejudice

4.4 Students demonstrate understanding of the concept of prejudice, and of its effects on various groups.

## **History and Social Sciences Standards**

### **Critical Evaluation**

#### Causes and Effects in Human Societies

6.1 Students examine complex webs of causes and effects in relations to events in order to generalize about the workings of human societies, and how they apply their findings to problems. This is evident when students:

6.1.c. Examine specific events, make general observations about human behavior, and apply these observations in proposing solutions to a similar social problem.

#### Being A Historian

6.6 Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:

6.6.c. Collect and use primary resources (e.g., letters, diaries, artifacts, artwork, documents) in building original historical interpretations; and

6.6.d. Use oral history methods and data to understand the ways in which people assign meaning to their own historical experiences

#### Human Rights

6.12 Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide.. This is evident when students:

6.12.aa. Evaluate the impact of social choices (e.g. efforts to end hunger, finance health care, defend homelands) on human rights; and

6.12.b. Explain the importance to the individual and to society of personal rights (e.g., freedom of thought and conscience, freedom of movement and residence).

### **Grade Expectations**

#### **CIVICS - GOVERNMENT AND SOCIETY**

##### **H&SS5-6:14**

Students act as citizens by...

- q Explain their own point of view on issues that affect themselves and society.
- q Illustrate how individuals and groups have brought about change locally and nationally.

##### **H&SS5-6:16**

Students examine how different societies address issues of human interdependence by...

- q Identifying a current historic issue related to basic human rights.
- q After examining issues from more than one perspective, defining and defending the rights and needs of others in the community.
- q Explaining ways in which conflicts can be resolved peacefully

##### **H&SS5-6:17**

Students examine how access to various institutions affects justice, rewards, power by...

- q Identifying examples of tensions between belief systems and government policies and laws

## **HISTORY**

H&SS5-6:9

- q Identifying attitudes, values and behavior of people in different historical contexts.

H&SS5-6:10

Students show understanding of past, present, and future times by

- q Identifying an important event in the US and describing multiple causes and effects of that event.

## **INQUIRY**

H&SS5-6:5

Students develop reasonable explanations that support research statements by...

- q Organizing and displaying information in a manner appropriate to research statement(dramatizations)
- q Developing and giving oral, written, or visual presentations to various audiences.

## **Activities**

- q An introduction to the unit –assessing KWL info.
- q Pre-test and post-test
- q Guided reading using Elijah of Buxton
- q Establishing key questions for the unit as a whole group.
- q Research- Slave stories and abolitionists.
- q Guest –Frederick Douglass visit.
- q Three Workshops-Activities to include the arts forged out of bondage(working with the art teacher in the building)/slave spiritual songs(coordinating with the music teacher) folktales(coordinating with the librarian)
- q Drama presentations(short slave narrative skits)
- q Web quest-underground railroad
- q Videos/audio presentations-note-taking
- q Weekly pod casts using current event articles on issues of freedom/injustice...(from newspapers)I will explain this procedure in length(called café chat-already established in my classroom)
- q Rokeby visit
- q Pre-test and post-test

Assessment:

- q Test-PRE and POST
- q VTS written assessment using a piece of art
- q Constructed responses
- q Weekly podcasts rubric
- q Presentations at convention

Accommodations:

- q Leveled questions using Cobblestone
- q Small group instruction
- q Hands-on activities
- q Opportunities to learn using many of the multiple intelligences

## **Annotated Bibliography**

### Secondary Sources

For Teachers:

The Black Hearts of Men: Radical Abolitionists and the Transformation of Race. By John Stauffer Harvard University Press, New ED edition, 2004. This can be a useful resource for teachers as it is a rich look into the lives of four abolitionists, their own transformations, interactions, and their impact on the anti-slavery movement. Stauffer links the four abolitionist – 2 white (John Brown and Gerrit White) and two blacks (Frederick Douglass and James McCune Smith) and gives a biographical sketch of each and highlights the remarkable interracial friendships. An interesting read, relevant information, but much of what is discussed may be beyond a 5<sup>th</sup> grade level. Could be used to discuss ways in which both blacks and whites fought against the evils of slavery. (Teacher directed)

Sister Societies: Women's Antislavery Organizations in Antebellum America Beth Salerno Northern Illinois University Press, 2005 This is a detailed resource that can help teachers gain background knowledge about the organization of the women's anti-slavery movement during the antebellum period. Salerno has done a lot of research and pored over documents to give a unique look into how women got involved in activism and the resistance and risks they took to make a stand. Good source for teachers who want to introduce ways individuals can influence public opinion. (Good information on non-violent ways to produce reform-petitions, conventions, sewing circles, boycotting, fund raising...) This was not easy to read - you have to wade through a lot of research based material –but one admires the scholarly undertaking academic nature of the book.

Witness for Freedom: African American Voices on Race, Slavery, and Emancipation C. Peter Ripley (Ed.) Roy E. Frankenshine (Ed.) Michael F. Hembree, (Ed) Donald Yacovone (Ed.) University of North Carolina Press, 1993. This is an excellent source of primary documents that show the struggles African Americans went through for the cause of freedom and equality. This is a powerful book because it gives first-hand accounts of African Americans telling their own stories. Could be used in a study of slave narratives or primary documents for 5/6<sup>th</sup> graders but teachers should use discretion. Excellent primary documents such as letters, posters, addresses, poetry, and advertisements.

Historical Thinking and other Unnatural Acts Sam Wineburg Temple University Press 2001 The author gives the reader a look into the way we study, interpret, and teach history. His research is based on observation and interviews with teachers, students, and historians and a good read for teachers who want to teach history with their eyes wide open. Wineburg validates the need for teaching history, exposes the challenges that students have when interacting with historical texts (mainly bias), reviews teacher practices, and shows the affect of popular culture on historical perspectives. This is a great resource for high school teachers, and provides good thought for teachers of all grades.

Untidy Origins: A Story of Women's Rights in Antebellum New York Lori Ginzberg, University of North Carolina Press, 2005 Untidy Origins is the story of the unfolding of ideas and ideals of six very ordinary women living in Jefferson County, New York, and the process of taking their beliefs into the public arena. Ginzberg uses records, deeds, wills, newspaper articles to tell the

narrative of these women and provide the reader with the background of these women that pieces together the unlikely story of such a remarkable document being presented in a time where the mere idea of political rights for women seemed unthinkable for most of their contemporaries. This book was not always engaging and I had to pick it up and put it down several times to get through the detailed information Ginzberg put down in writing.

### ***Classroom Resources***

Bring History Alive! A Sourcebook for Teaching United States History (5-12) National Center for History in the Schools, Los Angeles California, 1996. A great resource book for teachers. Easy Access, divided into historical eras and grade levels. A quick scope and sequence for teaching history from 1620 to the present. I like the student questions and suggested activities to do with students.

Slavery in the 19<sup>th</sup> Century A Unit of Study for grades 5-8 by Jim Pearson and John Robertson. This is an excellent unit for introducing the concept of 19<sup>th</sup> century slavery. Ready-to-use lessons include primary sources, activities, and student worksheets for follow-up. To follow plans in this unit this is an excellent inexpensive guide to have.

Trapped: A staged Reading by David Budbill Commissioned by Rokeby Museum. 2006 The DVD tells the story of a fugitive slave named Jesse who was sheltered at Rokeby in the 1830's. Excellent connection to the anti-slavery movement and Vermont's involvement in this movement.

Elijah of Buxton by Christopher Paul Curtis The is a Newbury winner- historical fiction A great read-aloud to introduce your use. Uses a humorous narrative style to tell the story of an 11 year old boy in a settlement for runaway slaves in Canada . Elijah discovers firsthand the unimaginable horrors of the life his parents fled — a life from which he'll always be free. Good historical fiction-includes references to Frederick Douglass . Excellent current book on the issue of slavery.

### Cobblestone Magazine:

- q The Underground Railroad and the Anti-Slavery Movement I used this to build background knowledge –great sections on Fugitive Slave Act, Anti-slavery Movement and Rokeby .
- q Frederick Douglas –Fighter for Freedom

### Web Sites:

The following website will help teachers as they plan for workshops in this unit.

[http://www.slaveryinamerica.org/history/hs\\_lp\\_eyeartist.htm](http://www.slaveryinamerica.org/history/hs_lp_eyeartist.htm)

[http://www.slaveryinamerica.org/history/hs\\_lp\\_gilbert\\_artlesson.htm](http://www.slaveryinamerica.org/history/hs_lp_gilbert_artlesson.htm)

[http://www.slaveryinamerica.org/amliterature/amlit\\_lp\\_clara.htm](http://www.slaveryinamerica.org/amliterature/amlit_lp_clara.htm)

<http://www.negrospirituals.com/>

<http://www.library.rochester.edu/index.cfm?PAGE=2920-excellent> source for Negro spirituals

Good website for students about the Underground Railroad and decisions slaves had to make.

<http://www.nationalgeographic.com/features/99/railroad/>-

Primary Sources-

- q Rokeby Educational Kits-Frederick Douglass of Ferrisburg-lessons based on primary source documents-this includes letters, excerpts from his autobiography, original newspaper, and excerpts from his speech.
- q Primary documents from 19<sup>th</sup> Century slavery guide-inventories, letters
- q Slave narratives
- q Art integration-folktales, Negro spirituals, pictures of artifacts from the period

Page 8

To use with Cobblestone Magazine to build background knowledge:

1. Decide what “chapters” you want to cover.
2. Incorporate in guided reading groups or read together in class.
3. There are two leveled set of questions-short answers and fill in the blank.

Name:

Date:

COBBLESTONE PAGES 2-6

Answer the following questions in complete sentences. Record all of the bold-faced vocabulary words on your vocabulary sheet.

1. By the 1830's what was the difference in the North and South regarding slavery?

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2. Describe the Underground Railroad.

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3. Why was secrecy an important part of the success of the Underground Railroad?

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4. What was a fugitive slave?

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5. Describe the risks of slaves trying to escape AND the risks for those trying to help slaves escape.

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6. Look at the painting on page three. Write down things you notice and wonder about in this painting.

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Define these special terms used by those involved on the Underground Railroad.

Conductor

Promised Land

Passengers

Rails

Stations

Name:

Date:

COBBLESTONE The Fugitive Slave Acts of 1793 and 1850 Pages 7-11

1. What did the 13<sup>th</sup> Amendment do for African Americans?

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2. How did the Fugitive Slave Law of 1793 make life more difficult for escaping slaves?

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3. Why were vigilance committees formed in the northern communities?

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4. In 1850 a new Fugitive Slave Act was passed. Why was this act so unfair and cruel to the slaves and those who would assist them ?

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5. Look at the picture on page 10. What do you notice and what do you wonder?

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Name:

Date:

COBBLESTONE ON THE MOVE pages 12-13

- 1. Look at the map on pages 12-13.
- 2. List 5 free states in the North:

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- 3. List 3 slave states in the south:

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- 4. Trace a route with your finger that a slave may have taken to get to freedom. About how many miles did the slave have to travel? If they traveled by foot, how many days do you think it might take?

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Name:

Date:

COBBLESTONE THE RISE OF THE ANTI-SLAVERY MOVEMENT page 14-17

- 1. On the back of this paper, make a time line of important events in this chapter using the dates in the article.
- 2. What is an abolitionist?

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- 3. Make a list of all the ways the abolitionists used to “fight” against the evils of slavery:

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- 4. What does propaganda mean?

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- 5. How did the abolitionists use propaganda to end slavery?

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6. What role did these people take in the anti-slavery movement?

Ben Franklin

William Lloyd Garrison

Elijah Lovejoy

William Still



Name:

Date:

COBBLESTONE PAGES 2-6

Fill in the blanks. Record all bold-faced vocabulary words on your vocabulary sheet.

1. Most southern black people were s\_\_\_\_\_.
2. In the North, slavery was virtually abolished by the \_\_\_\_\_.
3. The Underground Railroad was a loosely organized group of people working \_\_\_\_\_ slavery and for the \_\_\_\_\_ of those bound to servitude.
4. It is believed that as many as \_\_\_\_\_ slaves escaped on the Underground Railroad.
5. A fugitive means \_\_\_\_\_ or fleeing from the law.
6. If a fugitive was captured, he faced severe \_\_\_\_\_.
7. The Quakers were a religious group that opposed enslavement of \_\_\_\_\_.



Define these special terms used by those involved on the Underground Railroad

Conductor

Promised Land

Passengers

Rails

Stations

Name:

Date:

COBBLESTONE The Fugitive Slave Acts of 1793 and 1850 Pages 7-11

1. The passage of the Thirteenth Amendment at the end of the Civil War in 1865 marked the first time the federal government attempted to \_\_\_\_\_ the rights of African Americans.
2. As a result of the number of escaping slaves increasing, in 1793 Congress passed its first \_\_\_\_\_
3. A fugitive slave was one who was running or fleeing from the law.
4. Southern slave owners could now \_\_\_\_\_ for slaves in the North.
5. Committees in the North called \_\_\_\_\_ committees \_\_\_\_\_ to assist escaping slaves.
6. Then Congress passed a new Fugitive Slave Act in \_\_\_\_\_.
7. This new law required northerners to provide \_\_\_\_\_ to slave catchers!
8. Black and white opponents of slavery were \_\_\_\_\_ by the law's cruelty and unfairness.
9. They called on their fellow citizens to \_\_\_\_\_ or actively \_\_\_\_\_ against the law.
10. Look at the picture on page 10. Describe what is happening in that scene.

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Name:

Date:

COBBLESTONE THE RISE OF THE ANTI-SLAVERY MOVEMENT page 14-17

1. By the 1800s, there was a growing disagreement between those who supported slavery- mostly in the \_\_\_\_\_, -and those opposed to it- mostly in the \_\_\_\_\_.
2. After 1830, various organizations were formed in an attempt to \_\_\_\_\_ slavery.
3. One of the earliest white abolitionist groups was formed in Philadelphia in 1775 under the leadership of \_\_\_\_\_.
4. In 1831 a publication of the newspaper called \_\_\_\_\_ publicly demanded an immediate end to slavery.
5. Some two hundred antislavery groups existed in the North and West. They helped spread the idea that slavery was a \_\_\_\_\_.
6. Free African Americans played \_\_\_\_\_ in the abolitionist movements.
7. Look at the picture at the top of page 17. What is happening in this picture? Why?

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8. Civil disobedience is a \_\_\_\_\_ means of refusing to obey civil laws in an effort to induce changes.



### WORKSHOPS

Workshops: Three 2 hour workshops incorporating the arts into our study of slavery. I used the websites listed in the bibliography to guide our learning as well as using the specialists in the school to incorporate this into their instruction time. After three sessions the students decide which art they would like to work on for our end of the year convention. Most students will work in groups and the end product will be a folktale, a song , and/or painting of a slave scene or emotion.

Three Workshops:

GOAL: To appreciate African-American culture as reflected in stories and crafts.

| Workshop One  | Workshop Two   | Workshop Three   |
|---|--|--|
|  <p><a href="http://www.slaveryinamerica.org/history/hs_lp_gilbert_artlessorn.htm">http://www.slaveryinamerica.org/history/hs_lp_gilbert_artlessorn.htm</a></p> <p>use discretion-some narratives may be too mature for this age group. Use any or all of the images and lessons on this site.</p> <p><u>Visual Thinking Strategies</u></p> <p>This lesson will be done as an introduction to our unit on the underground railroad and the anti-slavery movement.</p> <p>Use of a smartboard or projector to display the images on this sight would be important for group participation.</p> <p>This technique will be used in art class with participation of the art teacher.</p> <p>Using Johnnie Mae Maberry-Gilbert style student will create their own artwork for display at</p> | <p>Lead: Swing low, sweet chariot<br/>           Chorus: Coming for to carry me home<br/>           Lead: Swing low, sweet chariot<br/>           Chorus: Coming for to carry me home<br/>           Lead: If you get there before I do<br/>           Chorus: Coming for to carry me home<br/>           Lead: Tell all my friends, I'm coming too<br/>           Chorus: Coming for to carry me home</p> <p><a href="http://www.negrospirituals.com/">http://www.negrospirituals.com/</a><br/> <a href="http://www.library.rochester.edu/index.cfm?PAGE=2920">http://www.library.rochester.edu/index.cfm?PAGE=2920</a></p> <p>Movement and Music: An Introduction to Slavery. See lesson plan in appendix. Students will listen to familiar Negro spirituals , practice analyzing a song with lyrics, and discuss importance of the spirituals in the daily life of a slave.</p> <p>The music teacher will work with the students on two a capella Negro spirituals to be performed at our final</p> | <p>Lesson Three- African American culture forged in bondage- <u>19<sup>th</sup> Century Slavery( see bibliography)</u></p> <p>Read Tar Baby aloud<br/>           Tar Baby is one of the Brer Rabbit animal stories. After reading this story have students interpret the story by asking leading questions given in guide.</p> <p>Have students break up and find a creative way to tell the story using skits, gestures, or Readers Theater.</p> <p>Show students other folktales that are from this time period.</p> <p>Students who enjoyed this activity may choose to write their own folktale (with hidden meaning) or take time to put on a one act play.</p> |

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| <p>culminating “convention”. This will be coordinated by our art teacher.</p> <p>Assessment: Students will independently analyze a painting from Gilbert using a rubric for a guide.</p> | <p>presentation. Students will have 7 weeks to work on this project.</p> <p>Day 13-students will work on writing their own “spiritual” using a familiar tune.</p> |  |
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| Day1  | Day2   | Day3  | Day4  | Day 5  |
|---|--|---|---|--|
| <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u>(see appendix for ordering)<br/>This is an excellent guide for introduction to the issues of slavery</p> <p><u>Lesson One- Justification of Slavery</u>(Primary source letter 1845)<br/>Homework: Document B Alabama Slave code</p> <p>Read Aloud: 20 minutes<br/><u>Elijah of Buxton</u><br/>*New DCF</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom.</p> | <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u></p> <p><u>Lesson two</u><br/>Enslaved labor (primary document- “Bruce’s list of slaves-slave inventory<br/>Homework: Plantation Slave roles</p> <p>Read aloud:<br/><u>Elijah of Buxton</u><br/>*New DCF</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom</p> | <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u></p> <p><u>Lesson three</u><br/>African – American culture forged in bondage.<br/>Creating African American Folk art-crayon resist</p> <p>Read aloud:<br/><u>Elijah of Buxton</u><br/>*New DCF</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom.</p> | <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u></p> <p><u>Lesson four</u><br/>Slave Resistance<br/>Primary source- Doc. E-Slave rules<br/>Dialogue papers-primary source<br/>Homework- preview of lesson 5<br/>Reader’s Theater<br/>(Save Frederick Douglas*)<br/>Read aloud:<br/><u>Elijah of Buxton</u><br/>*New DCF</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom</p> | <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u></p> <p><u>Lesson five</u><br/>Abolition: The Leaders and their ideas.<br/>Review meaning and pronunciation of vocabulary words.</p> <p>Read aloud:<br/><u>Elijah of Buxton</u><br/>*New DCF</p> <p>Current Events: Café Chat –</p> <p>GROUP PRESENTATION OF WEEKLY PODCAST-45 MINUTES</p> |

\*Will use Frederick Douglas activity in future lesson

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| <p><u>Social Studies</u><br/>40 minutes<br/>Source: <u>Slavery in the Nineteenth Century</u></p> <p><u>Lesson 6</u><br/>Abolition and Women’s rights</p> <p>Read Aloud:</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom.</p> | <p><u>Social Studies</u><br/>Source:<br/>Cobblestone<br/><u>The Underground Railroad and the anti-slavery movement</u><br/>(see appendix for ordering)</p> <p><u>Lesson 7</u><br/>All aboard –pages 3-6<br/>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)</p> <p>Journal Prompt: Look at he picture on page 3. Begin a correspondence and describe what happened here to you.</p> <p>Read Aloud:</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –connecting the past to the present. See appendix for setting this up in the classroom.</p> | <p><u>Social Studies</u><br/>Source:<br/>Cobblestone<br/><u>The Underground Railroad and the anti-slavery movement</u><br/>(see appendix for ordering)</p> <p><u>Lesson 8</u><br/>The fugitive slave acts-pages 7-11<br/>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)<br/>Write in your diary from the point of view of those citizens trying to help the slaves.</p> <p>Read Aloud:</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast – connecting the past to the present. See appendix for setting this up in the classroom.</p> | <p><u>Social Studies</u><br/>Source:<br/>Cobblestone<br/><u>The Underground Railroad and the anti-slavery movement</u><br/>(see appendix for ordering)</p> <p><u>Lesson 9</u><br/>On the Move- page 12-13- Discuss routes /distances /times/ it took to get to destination.<br/>Journal prompt: As a runaway slave-Write a letter home on your way to freedom.</p> <p>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)</p> <p>Read Aloud:</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> | <p><u>Social Studies</u><br/>Source:<br/>Cobblestone<br/><u>The Underground Railroad and the anti-slavery movement</u><br/>(see appendix for ordering)</p> <p><u>Lesson 10</u><br/>The Rise of the Anti-slavery Movement- pages 15-18<br/>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)</p> <p>Read Aloud:</p> <p>Group discussion question?</p> <p>Current Events:<br/>Café Chat –</p> <p>Group Presentations of Weekly podcasts–</p> |
|--|--|--|--|--|

| Day 11  | Day 12   | Day 13  | Day 14   | Day15  |
|---|--|---|--|--|
| <p>Social Studies<br/>Source:<br/>40 minutes<br/>Cobblestone<br/><u>The Underground Railroad and the anti-slavery movement</u></p> <p>Lesson 11<br/>Ohio-The first step to freedom<br/>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)</p> <p>Read Aloud:</p> <p>Group discussion question?</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> | <p>Social Studies<br/>Source:<br/>40 minutes<br/>Cobblestone<br/>The Underground Railroad and the anti-slavery</p> <p>Lesson 12<br/>The Robinson’s of Vermont<br/>Pages26-28<br/>Small group reading(read aloud if necessary for some groups)<br/>Questions and answers in the appendix)<br/>BROADSIDES-<br/>Students design a broadside for<br/>Journal prompt:<br/>Write a letter home describing the Robinsons and your time at their home.<br/>Read Aloud</p> <p>?</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> | <p>Social Studies<br/>Source:<br/>40 minutes<br/>Cobblestone<br/>The Underground Railroad and the anti-slavery movement</p> <p>Lesson 13<br/>Spiritual Songs in Code<br/>Pages 32-33</p> <p>Listen to recordings of “Go down Moses”, ...</p> <p>Discuss meaning</p> <p>Students work on writing their own coded song.</p> <p>Read Aloud</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> | <p>Social Studies<br/>Source:<br/>40 minutes<br/>Cobblestone<br/>The Underground Railroad and the anti-slavery movement</p> <p>Lesson 14<br/>Continuation of Spiritual Songs lesson.</p> <p>Read Aloud</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> | <p>S Source:<br/>40 minutes<br/>Cobblestone<br/>The Underground Railroad and the anti-slavery movement<br/>Social Studies</p> <p>Lesson 15<br/>Sewing signs-<br/>pages 40-41</p> <p>Making covers for our journals-</p> <p>Quilt patterns.</p> <p>Legend or truth? See Appendix for teacher background info.</p> <p>Read Aloud</p> <p>Current Events:<br/>Café Chat –30 minutes weekly podcast –</p> |

| Day 16  | Day 17  | Day18   | Day 19   | Day20   |
|---|---|---|--|---|
| <p>Webquest-<br/><a href="http://www.nationalgeographic.com/features/99/railroad/j1.html">http://www.nationalgeographic.com/features/99/railroad/j1.html</a></p> <p>Students will go to computer lab and complete this activity. Group discussion and evaluation.</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present.</p> | <p>Slave Narratives<br/>Students will listen to a slave narrative on audio-share why slave narratives are so important.</p> <p>Drawing out of a hat- students will work on a creative skit/monologue to show interpretation and point of view of their character. Students will display information on their panel poster for convention.</p> <p>See appendix for short biographies on selected slave narratives.</p> <p>Listen to<br/>A staged Reading of Trapped</p> <p>Current Events: Café Chat –30 minutes weekly podcast –connecting the past to the present.</p> | <p>Slave Narratives<br/>Students will work on a creative skit/monologue to show interpretation and point of view of their character. Students will display information on their panel poster for convention.</p> <p>Listen to<br/>A staged Reading of Trapped</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present.</p> | <p>Slave Narratives<br/>students will work on a creative skit/monologue to show interpretation and point of view of their character. Students will display information on their panel poster for convention</p> <p>Listen to<br/>A staged Reading of Trapped</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present.</p> | <p>Slave Narratives<br/>students will work on a creative skit/monologue to show interpretation and point of view of their character. Students will display information on their panel poster for convention.</p> <p>Students will practice skit with a partner- partner will evaluate and make suggestions.</p> <p>Current Events: Café Chat –30 minutes weekly podcast – connecting the past to the present.</p> |

| Day 21  | Day22   | Day23   | Day 24   | Day 25  |
|---|---|---|--|---|
| <p>Famous Abolitionists</p> <p>Frederick Douglas-Model lesson for student research.</p> <p>Discuss one way people shared ideas in the 19<sup>th</sup> century-newspapers</p> <p>Students are given a famous abolitionist to research. Have them fill out questionnaire about this abolitionist.</p> | <p>Famous Abolitionists</p> <p>Discuss one way people shared ideas in the 19<sup>th</sup> century-petitions</p> <p>Students are given a famous abolitionist to research. Have them fill out questionnaire about this abolitionist</p> | <p>Famous Abolitionists</p> <p>Discuss one way people shared ideas in the 19<sup>th</sup> century-Meetings(conventions, Anti-slavery meetings</p> <p>Students are given a famous abolitionist to research. Have them fill out questionnaire about this abolitionist)</p> <p>-</p> | <p>Famous Abolitionists</p> <p>Discuss one way people shared ideas in the 19<sup>th</sup> century-quilting circle</p> <p>Students are given a famous abolitionist to research. Have them fill out questionnaire about this abolitionists</p> <p>Students create a BIOPOEM ABOUT THEIR ABOLITIONIST</p> | <p>Famous Abolitionists</p> <p>Discuss one way people shared ideas in the 19<sup>th</sup> century Broad-sides-Students will</p> <p>Students are given a famous abolitionist to research. Have them fill out questionnaire about this abolitionist</p> |

| Day 26  | Day 27  | Day28   | Day29   | Day30  |
|---|---|---|---|--|
| <p>Continue working on Presentation for convention-Podcasts<br/>Art drama</p> | <p>Continue working on Presentation for convention-Podcasts<br/>Art drama</p> <p>Practice Presentations</p> | <p>Continue working on Presentation for convention-Podcasts<br/>Art drama</p> <p>Practice Presentations</p> | <p>Field trip to Rokeby Museum-Student program-The Underground Railroad-(looking at primary documents-letters that document runaway slaves at Rokeby)</p> <p>Final projects /presentations/ Convention invitations to Rokeby museum</p> | <p>Final Project-“The Great Convention”- Presentations</p> <p>This can be done in a school setting or at the Rokeby Museum after the field trip.</p> |

PODCASTS- YOU MAY CHOOSE THIS SOCIAL ISSUE YOU WANT TO EXPLORE FOR YOUR WHOLE CLASS- IT WILL BE MUCH EASIER IF YOU CHOOSE ONE ISSUE TO BECOME INFORMED ABOUT. MY CLASS IS LOOKING AT WHAT HAPPENS TO THE AMERICAN BORN CHILDREN OF ILLEGAL IMMIGRANTS WHEN A PARENT IS DEPORTED.

## UNIT 1 Café Chat NPR- Integrating technology into everyday practice

### Objectives

1. Become familiar with current events affecting justice in our world.
2. Connect current events with our lives.
3. To develop collaborative skills.
4. To integrate Technology standards.
5. To broaden and deepen their knowledge of the world.
6. To find a medium to convey a message.
7. To see the connection of the reform movements of the past , and their relevance to the future.

Purpose: To explore and report on current events that affect the life, liberty, or pursuit of happiness of people around the world. This must be done everyday in order for there to be a Friday Chat presentation. Gather 6-8 articles from various sources (local newspapers, Time, Newsweek, Freepress...) that fit into one of the three categories above. This will lead into the students picking an issue for their “platform” for reform.

1. Each week assign new groups (three to four in a group) . Give students two articles to preview . Students can bring articles in or you can choose 8 for the week.
2. Teacher provides articles concerning topics of justice/injustice for  
Local National International

Monday through Friday (25 minutes per day)

|   |   |  |                       |  |
|---|---|--|-----------------------|--|
| Monday  |   |  |                       |  |
| Café Chat<br>Browse and read the two articles<br><br>Put<br>Headline<br>Byline<br>Article source<br>Page #<br>2-sentence summary for each article.<br><br>Fill our Monday worksheet | Decide which of the two articles you will do. Fill out corresponding topic sheet. | Finish Tuesday work and begin presentation work. | Work on presentations | Café Chats Friday Presentations<br><br>See Rubrics |

Information for podcasting and NPR CAFÉ CHAT provided by a technology workshop by Charles Herzog and Victoria Winokur, Londonderry, Vermont.

IT'S MONDAY MORNING! WELCOME TO CAFÉ CHAT'S NPR

Please browse your two articles and classify them as

Local National International

Fill out the following guide:

Article #1

Headline: \_\_\_\_\_

Byline: \_\_\_\_\_

Source: \_\_\_\_\_

2-sentence summary for  
article: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Article #2

Headline: \_\_\_\_\_

Byline: \_\_\_\_\_

Source: \_\_\_\_\_

2-sentence summary for  
article: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GOOD TUESDAY MORNING! WELCOME CAFÉ CHAT’S NPR

As a group, choose one of the two articles you will report on. After the production managers (your teachers) looked over your field requests, you have been given your reporting assignment. You and your reporting team will be responsible for presenting information and your thoughts on your articles during Café Chat Friday. Skeletal information about your assignment is attached. Each person will partake in the presentation.

EVERY PRESENTATION WILL NEED TO INCLUDE THE FOLLOWING INFORMATION:

HEADLINE: \_\_\_\_\_

BYLINE: \_\_\_\_\_

THE BASICS:

WHO: \_\_\_\_\_

WHAT: \_\_\_\_\_

WHY: \_\_\_\_\_

WHERE: \_\_\_\_\_ (Be specific!! Use a map!)

WHEN: \_\_\_\_\_

WHY IS IT IMPORTANT FOR PEOPLE TO KNOW ABOUT THIS:

\_\_\_\_\_  
\_\_\_\_\_

HOW DO YOU CONNECT THIS STORY TO YOUR OWN LIVES?

\_\_\_\_\_  
\_\_\_\_\_

THREE QUESTIONS ABOUT THIS STORY THAT BEGIN WITH:

- 1. WE WONDERED.....      2. HOW COME...      3. WHAT IF...

\_\_\_\_\_  
\_\_\_\_\_

## EASY STEPS TO MAKING A PODCAST WITHOUT READING A MANUAL

\*Note; You may want to do weekly posters instead of podcasts for the first two weeks , and gradual lead into just voice for podcasts...then add images and jingles on the last few podcasts. There is a rubric for posters/presentation and posters/design.

1. Open GarageBand (it's a software application that you might have on your MAC)
2. Click on "Create New Podcast"
3. Name and Save(where you want-GarageBand likes to save itself in music)
4. Click on VOICE.
5. Press Record...get talking!
6. In the help section there are tutorials for adding jingles or music.
7. You must be on POSCAST TRACK to import pictures.
8. Your students will teach you the rest.

Keep it very simple in the beginning stages. If you only get to the recording the first year, pat yourself on the back and reward yourself with chocolate for getting this far. Again, it may make more sense to start with posters and transfer to podcasts.

Name:

Date:

Pre-Test/Post test

Put a check(✓) by the word if you know what it means:

Abolish  
Abolitionist  
Underground Railroad  
Fugitive  
Biased  
Quakers  
Refuge  
Atrocious  
Propaganda  
Civil disobedience  
Bounty hunter  
Emancipation  
Suffrage  
Primary source  
Secondary source  
Archives  
Overseer  
Plantation  
Precinct  
Resides  
Patrols  
Resistance  
Oppressive  
Effigy  
Philanthropist  
Evangelical  
Convention  
Racism  
Domestic  
Revolts  
Petitions  
Civil right  
Reform  
Culture

1. Can you name two abolitionists?

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2. What does anti-slavery mean?

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3. Name three slave states in the 19<sup>th</sup> century

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4. Name three free states in the 19<sup>th</sup> century

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5. How did the Fugitive Slave Act harm the slaves?

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6. What state became the first to outlaw slavery?

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7. What is a slave narrative?

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8. What is the difference between a primary source and a secondary source?

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9. Name two primary sources:

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10. What are some African American traditions and culture that came out of this period of history?

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11. What are some ways the slaves resisted their condition?

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12. List three ways the anti-slavery movement got information out against the evils of slavery.

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13. What famous abolitionist came to Vermont?

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14. Who were the Robinsons of Vermont?

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15. What was their role in the Underground Railroad?

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16. What issues in the United States or Vermont do you think need reform?

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17. How did the study of slavery make you feel ? Why is it important to remember this part of our history?

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18. In what do we act like detectives when studying the past?

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