FREEDOM AND DIGNITY PROJECT
(Jared Avigliano, Christopher Barrie, and Robert Webb; Wappingers School District)

Topic: Slavery in the Eyes on the Many

Grade Level: 11

NY State Learning Standard(s) assessed (identify by # and title):
 History of the United States:

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. This activity focuses on the impact of the institution of slavery on American culture.

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. This activity illustrate the interactions of individuals involved in the practice of slavery connections and perspectives.

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. This activity focuses on the role played by slaveholders, abolitionists, and enslaved Africans in the institution of slavery.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments**.** Students will be asked to use documents that analyze how various members of 19th Century American society responded to the Institution of slavery.

Civics, Citizenship and Government:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994) Students will be asked to examine the assumptions held by individuals in government served by the institution of slavery.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. In this activity students will be asked to consider the long-range impact of the institution of slavery on American society.

Core Curriculum Unit: Unit VI – Division and Reunion. Section 1 – Underlying Causes of the Civil War. Standards 1 and 5.

Learning Objectives:
Students will be able to:
- o   Identify the various political, social, and economic motives leading to different view-points of slavery prior to the Civil War.
- o   Analyze and successfully comprehend primary documents.
- o   Evaluate the types of arguments that were used during the pre- Civil War period in defending or challenge the practice of slavery.

Essential Questions:
1. What was the impact of slavery on the Hudson Valley?
2. How does the institution of slavery impact the lives of all those within the society?
3. How did the American (New World) view of the institution of slavery differ from the Old World?
4. What is the legacy of slavery in the Hudson Valley today?
5. What should be the place of the Negro in the U.S?

Overview of the Learning Experience Module:
This module is designed to initiate students into using primary source materials in order to learn how to assess the perspective of those producing the historical documents. These documents deal with the issue of slavery and the different viewpoints regarding slavery. The lesson takes the perspectives of Sojourner Truth, Fredrick Douglass, Thomas Dew, William Lloyd Garrison, and John C. Calhoun. Using these documents the students will become involved in a role-playing exercise revealing the different perspectives of slavery.

Time Allotment (classroom time): 2 class periods (84 minutes)

Vocabulary (key terms):

Abolitionism	John Brown	The Liberator
Emancipation	John C. Calhoun	Unequivocal
Equivocate	Lamentation	William Lloyd Garrison
Fredrick Douglass	Pacifism	Republicanism
Gerrit Smith	Palpable	
Harper's Ferry	Sojourner Truth	

Materials/Resources:
Student Resources
William Lloyd Garrison
> *The Liberator "To the Public"*
> http://www.pbs.org/wgbh/aia/part4/4h2928t.html
>
> *Speech at Charleston, South Carolina (14ᵗʰ April, 1865)*
> http://www.spartacus.schoolnet.co.uk/USASgarrison.htm

John Calhoun

Slavery A Positive Good
http://www.umsl.edu/~virtualstl/phase2/1850/events/perspectives/documents/calhoun02.html

Speech to the United States Senate against the Compromise of 1850, 4 March 1850
http://memory.loc.gov/ammem/
- go to this site, click on search, type Calhoun, then link next to "Word and Deeds"

Douglass

Provenance and Publication History
http://memory.loc.gov/ammem/doughtml/dougprov.html

The North Star
http://www.iupui.edu/~douglass/documents_origloc.htm

Sojourner Truth

Illegal Sale of Her Son
http://digital.library.upenn.edu/women/truth/1850/1850-16.html

It is Often Darkest Just Before Dawn
http://digital.library.upenn.edu/women/truth/1850/1850-17.html

Thomas Dew

Defends Slavery
http://www.wwnorton.com/college/history/tindall/workbknf/tinprs15b.htm

Positive Good
http://www.pbs.org/wgbh/aia/part3/3i3113.html

Teacher Resources
Overhead projector to list vocabulary (optional)

Procedure:
- As the warm up activity, three questions will be asked,
  - What is slavery?
  - Why did slavery begin in the Western Hemisphere?
  - How did it affect people?
- Primary sources of each person will be passed out randomly.
- Students will then read the sources by themselves.
- Students will get with other members of the classroom that have the same sources and help clarify the material.
- Groups will then answer questions specifically designed for their person of interest.
- The group will then nominate a person to role-play their character for the talk show.
- The talk show will consist of the facilitator acting as a historian on slavery. The historian will discuss what slavery was like in the old and new world.

- Then the facilitator will ask questions to the role players. The role players will answer the questions in front of the class to help the class understand the character's viewpoints regarding slavery.
- Facilitator can decide which order the characters come in or if they want all the characters on stage at the same time.
- After the talk show, students will engage in a debate regarding slavery. Common questions will be asked in which any student can be involved in the discussion.
- Closing thoughts.
- Homework will be assigned.

Assessment:
- Rubric on how well they answered their questions.
- The homework will be a paragraph on each viewpoint.

Frederick Douglass Questions

1. News Article

A.   What did Douglass propose?

B. Why did he propose the idea?

2. Frederick Douglass Papers

A. After the Civil War he recommended that political power be used for?

B. Who was he doing this for?

C. How did he get involved in politics?

Thomas Dew Questions

1. "Positive Good" theory

    A. Give two positive reasons for slavery?

    B. Did Jefferson agree with this idea?

2. "Thomas R. Dew Defends Slavery"

    A. How did Thomas Dew use religion to justify the institution of slavery?

    B. What are some examples that Thomas Dew uses to illustrate that slavery was a positive

    good?

    C. What argument does Thomas Dew use to illustrate that slavery is good for a

    republicanism?

John C. Calhoun Questions

1. "Slavery a positive good"

   A. What are the reasons for slavery?

   B. What are the differences between the two races?

   C. What is his political stance?

2. Calhoun (4 March 1850)

   A. Who was his political enemy in this article?

William Lloyd Garrison Questions

1. How could Garrison's upbringing in Massachusetts have influenced his view on slavery?

2. What could have been his motivation to publish anti-slavery paper?

3. Why was Garrison's view on slavery threatening to the church establishment?

Sojourner Truth Questions
"It is Often Darkest just Before Dawn"

1. What is the significance of using a proverb to introduce this story?

2. What was so surprising to Sojourner about her accommodations with the Quakers?

3. What was Sojourner Truth attempting to acquire?

4. How was Sojourner Truth treated by the legal system of NY?

5. Was she successful?

debate rubric

Name: _____   Teacher:

Date of Presentation: _____   Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	____
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required)with explanations and elaboration.	____
Group	Did not work as group.	Worked somewhat together.	Group worked well together.	Group did an excellent job together.	____
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	____
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	____
				Total---->	___

Teacher Comments: