

**Cathy Canty**  
**EDU 6710 C07- *Heroes of Freedom and Equality***  
**July 18, 2008**

**Title: United We Stand**

**Grade Level: Grade 5**

**Milestones:**

**“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it’s the only thing that ever has.” (Margaret Mead)**

**First Proposal:** The lessons in this unit of study will address the important roles the leaders /writers of the nineteenth century played and how their perspectives of freedom and equality influenced the people and events during the 1800’s. Using both primary and secondary sources, consideration will be given as well to how leaders’/heroes’ written correspondences, speeches, articles, songs, and artwork have continued to influence people throughout our United States history to the present. Another main focus will emphasize how influential and affective organized groups of individuals can emerge when articulate people that share basic principles unite and work to accomplish specific goals. These lessons will also highlight the relationship between the art of persuasive writing and the emerging leaders committed to equality and human rights. Primary and secondary sources will be analyzed and used as evidence to illustrate the affect the leaders/heroes of the nineteenth century had on such civil rights issues focusing on slavery, the abolitionist movement, and women’s suffrage.

**Seminar Impact:** This is the second summer session of TAH that I have had the opportunity to take. Again it has been a very beneficial professional development course for several reasons. The presentations from authors and educators, field studies and discussions have helped to give me a broader perspective of the challenges people faced and how their decisions impacted the events surrounding issues of human rights during the nineteenth century. I found the presentation by Dr. Andre Fleche extremely interesting and informative. This seminar has also given me the opportunity to collaborate with colleagues at the elementary through high school levels sharing relevant and creative ideas. The time, although shorter than last year, to research the numerous websites relative to the topics of abolitionists movement and women’s suffrage was again very beneficial. The new information, sites and sources that I have

obtained will enhance my elementary social studies curriculum and directly benefit my students. During this week, I have also come to appreciate the incredible impact the people and the events of the past have had on us as Americans and how their influence continues to affect our country's present and future. I look forward again to presenting the wealth of information I have gathered from this course with my students.

**Central Questions:**

- What are some reasons and ways women and men of the nineteenth century emerged as leaders of human rights movements?
- What ideas about liberty, freedom, and equality for all people emerged from documents, articles, letters, songs, artwork, and poems that inspired Americans to join human rights organizations?

**Challenge Questions:**

- What ideas about civil justice and equality for all people from the leaders/writers/heroes of the nineteenth century continue to influence Americans today?
- Compare and contrast the issue of slavery during the 1800's from the perspectives of a northern settler and a southern plantation owner who had slaves. How did these opinions impact the events of the 1800's?
- Compare and contrast the views of both genders regarding women's rights during the 1800's through the early 1900's. Consideration should highlight both black, white, and other minority races.
- What affects might today's modern technology and methods of communication have had on an event(s) during the Reformation Movement period of the nineteenth century?

**Lesson Length:**

- **5 –7 lessons (1 ½ hours/period)**

**Key Ideas:**

- Individuals that shared basic principles concerning human rights for both black people and women formed organizations. By uniting and voicing their opinions as a group, they were more influential and capable of more successfully reaching specific goals than pursuing these endeavors individually.
- Communication during the eighteenth century was primarily through oral or written form. Newer modes of transportation (i.e.

train, canals) and communication (i.e. telegraph) more rapidly informed citizens of issues and aided in formation of social organizations and networks.

- The art of persuasive writing and speaking was critical to influencing people and events of the nineteenth century.
- Individuals who were proficient as writers or speakers emerged as leaders of the 19<sup>th</sup> century.

### **Intended Learning Outcomes:**

Students will:

- Describe the importance of oral and written expression and tell how these forms of communication greatly influenced the outcome of many events during this time by researching writers'/leaders' lives and writings.
- Recognize key elements of persuasive writing used by some nineteenth century writers and apply to the student's own persuasive pieces.
- Compare and contrast the modes of communication during the 1800's with the present methods.
- Find examples of primary documents; articles, letters, songs, poems, and artwork that influenced an event of this period or continue to inspire individuals of today in the quest for freedom and equality for all people using computer skills.
- Gather new information about events and perspectives of people during this period by reading and compare documents such as The Declaration of Independence and The Declaration of Sentiments.
- Gather new information about the perspectives of people and events of the 1800's by reading non-fiction books at students' reading level and respond to a variety of constructed responses.
- Observe, through hands-on activities, how working as an organized group to accomplish a task or persuade others can be more effective and/or be more powerful and influential than working individually.

### **National History Standards:**

#### **Expansion and Reform (1801-1861)**

**Standard 1:** United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

**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 3**: The extension, restriction, and reorganization of political democracy after 1800

**Standard 4**: The sources and character of cultural, religious, and social reform movements in the antebellum period

### **Era 5**

#### **Civil War and Reconstruction (1850-1877)**

**Standard 1**: The causes of the Civil War

**Standard 2**: The course and character of the Civil War and its effects on the American people

**Standard 3**: How various reconstruction plans succeeded or failed

#### **Vermont Standards:**

##### **H&SS 5-6:1 Students initiate an inquiry by:**

- Asking relevant and focusing question that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched.

##### **H&SS 5-6:2 Students develop a hypotheses, thesis, or research statement by:**

- Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.

##### **H&SS 5-6:3 Students design research by:**

- Identifying the quality and quantity of information needed including primary and secondary resources.
- Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
- Determining possible ways to present data (report).

##### **H&SS 5-6:4 Students conduct research by:**

- Locating relevant materials such as print, electronic, or human resources.
- Describing evidence and recording observations using notecards, journals

##### **H&SS 5-6:5 Students develop reasonable explanations that support the research statement by:**

- Organizing and displaying information, in a manner appropriate to the research statement through narratives, posters, timelines, models, maps, or dramatizations.

##### **H&SS 5-6:10 Students show understanding of the past, present, and future time by:**

- Identifying the beginning, middle, and end of an historical narrative or story.

- Identifying an important event in the United States and/or world, and describing multiple causes and effects of that event.
- Explaining transitions that occurred over time as well as those that occurred as a result of pivotal event.

**H&SS 5-6:13 Students analyze how and why cultures continue and change over time by:**

- Describing the contributions of various cultural groups to the world, both past and present.
- Identifying ways in which culture in the United States and the world has changed.

**Preparation for Teaching:**

- Read/discuss critical information about important people and events of the nineteenth century.
- Prepare lists of primary and secondary sources for student research.
- Prepare list of key leaders/writers and events of the nineteenth century for student research.
- Prepare hands-on activities to illustrate the effectiveness and power group organizations can provide.
- Prepare constructed responses for [A Picture of Freedom, The Diary of Clotee, a Slave Girl](#), by Patricia C. McKissack.

**Primary Sources:**

- <http://www.footnote.com/image/#4346749> (document/creation of colored troops 1863)
- [http://www.footnote.com/page/1342/underground\\_railroad/](http://www.footnote.com/page/1342/underground_railroad/) (excellent source for teachers to copy. Do not let students go to this site without supervision due to some links not appropriate for elementary classrooms.)
- [Pbs.org/stantonanthony/movement/index.html](http://pbs.org/stantonanthony/movement/index.html) ( great site with history of women’s suffrage and biographies of Stanton and Anthony)
- [pbskids.org](http://pbskids.org) (great site for kids with a history quiz and pictures)
- [www.teacheroz.com/slavery.htm](http://www.teacheroz.com/slavery.htm) (great site and includes incredible amount of information on abolition, slavery, roles of African/Americans in the Civil War using timelines, primary documents, outlines, etc)
- <http://memory.loc.gov/ammem/doughtml/words.html> (Fredrick Douglass’s writings)

- <http://www.sojournertruth.org/> (great site for students with puzzles, quizzes, timelines, and lessons)
- [http://www.history.com/minisite.do?content\\_type=mini\\_home&mini\\_id=1286](http://www.history.com/minisite.do?content_type=mini_home&mini_id=1286) (History channel)
- [http://womenshistory.about.com/od/suffrage1848/a/seneca\\_declaratn.htm](http://womenshistory.about.com/od/suffrage1848/a/seneca_declaratn.htm) (documents, information, timelines about women in history. Included is Declaration of Sentiments.)

### Secondary Sources:

- Build Our Nation, Houghton Mifflin, 1997 (Unit)

### Activities:

- Read The Declaration of Independence by Sam Finke and illustrate portions of the document for meaning
- Read The Declaration of Sentiments by Elizabeth Cady Stanton and Lucretia Mott. Then compare similarities with The Declaration of Independence.
- Research an historical leader's life and their writings and/or correspondence using a variety of primary and secondary sources. Then write a biographical report with emphasis on their stance on human rights.
- Use biographical sketch of a nineteenth century leader/writer to prepare a display of books, artifacts, models for the presentation of the Wax Museum
- Write a "Response to Literature" writing portfolio piece based on Picture of Freedom, The Diary of Clotee, A Slave Girl, by Patricia C. Mckissack, or The Black Bonnet, by Vermont author, Louella Bryant, Compare and contrast modes of communication of the nineteenth century with present day methods using a Venn Diagram
- Memorize a famous speech from a Women's Convention or an abolitionists' meeting and play the part of the lecturer.
- Role play a particular event during the 1800's that depicts the struggles faced by women and black people to gain equal rights.
- Students can read parts or act out the play about Alice Paul written by Kathy Wilmore. From:  
<http://teacher.scholastic.com/lessonrepro/lessonplans/womapaul.htm>

### Assessment:

- **Video-taped newscast production** (Following research and lessons about events and people of the nineteenth century, students will portray a famous abolitionist or women's suffrage leader and be interviewed by a student reporter. Questions will focus on the accomplishments made by these leaders in furthering the cause of equality for all.)

- **Wax museum presentations/projects/portraits** (Students will research a famous individual, and using computer technology, will create a back drop of primary source pictures and documents. They will memorize their written biographical sketch and perform as a wax figure in a museum for audiences of students and teachers. Some students will create power point presentations of their researched leader of equal rights or a brochure for guests of the Wax Museum.
- **Writing portfolio: Reports**
- **Student Journals responding to Constructed Responses from Literature**

### **Accommodations**

- Students work with a partner or in small groups
- Class discussions and lessons will be reviewed prior to students' independent work
- Modify assignments to meet needs of students (Students working below grade level will study one individual leader but report on one aspect of his life in the Wax Museum reports and performance.)

### **Annotated Bibliography**

#### **TAH Required Readings:**

Ripley, C. Peter (E.) Finenbine (Ed.), Roy E. Hembree, (Ed.), Michael F. Yacovone (Ed.), Donald, Witness for Freedom: African American Voices on Race, Slavery, and Emancipation (University of North Carolina Press, 1993

Peter Ripley has gathered powerful collection of speeches, letters, and other writings of African Americans depicting the part they played as leaders of the antislavery movement. The book includes 89 documents from *The Black Abolitionist Papers* with short introductions. These writings are the words of the abolitionists as they tell their stories, ideas, and struggles they faced as they fought to be free and equal. *Witness for Freedom* is an excellent resource. Portions of selected writings that are read aloud to students in my fifth grade offer such an insight to what these individuals thought and felt. The chronology in the front of the book as well as the glossary at the back is also very useful for this age level.

Salerno, Beth, *Sister Societies: Women's Antislavery Organizations in Antebellum America* Northern Illinois University Press, 2005

In this book, Beth Salerno examines the role played by women in the antislavery movement. Female antislavery organization, or "sister societies," as Salerno names them, understood "the power of association." When the woman's role in society was questioned, these sister societies changed their strategies, and began to fund raise, petition, write speeches, articles, and letters as leaders of the abolitionist, temperance, or later, women's suffrage movements and functioned within their "women's rightful sphere" of society.

The useful information from *Sister Societies: Women's Antislavery Organizations in Antebellum America* focusing on the development of women's political emergence into the political arena and reform movements serves as another resource for teachers to enhance the social studies curriculum.

*Ginzberg, Lori, Untidy Origins: A Story of Women's Rights in Antebellum New York University of North Carolina Press, 2005*

Ginzberg attempts to persuade the reader that the origins of women's right to equality existed in the minds of many less known individuals long before history recorded the famed event at Seneca Falls in 1848. According to Ginzberg, the process towards guarantying equal rights for women is much more complex and diffuse than many historical accounts address. In her book, Ginzberg examines the less known historical events, people, and beliefs surrounding the conventional story behind the origins of the first feminist movement in the United States. Through her extensive research, she challenges these traditionally accepted versions about the feminists and social reformation movements during the early to mid 1800's, the Seneca Falls Convention of 1848, and the more renowned women leaders such as Elizabeth Cady Stanton and Susan B. Anthony. Ginzberg reasons that the origins of the women's rights movement were more complex and broader than the protests heard in Seneca Falls. By focusing on the efforts and lives of a group of six farm women from Jefferson County, New York, who petitioned their state constitutional convention for women's rights, Ginzberg presents a clear example that these women, far removed from the main centers of reformist groups, recognized their right to do so, and truly were evidence of reformation movements taking place in the minds of many common people two years before the women of Seneca Falls were given the credit.

I will use this book among others as a resource in my fifth grade classroom to help illustrate how lesser known individuals have played a critical role in changing the course of events of our past. It is important that students understand that history is a story told from the perspective of many. In order to discern a truer story of the past, they should come to appreciate the complexities of the events they study and research realizing the vast number of less known, but effective leaders exist who receive little credit for the changes they invoked.

Stauffer, John, *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race*, Harvard University Press, New Ed edition, 2004

Slavery was justified on the premise of white supremacy and sustained by racial prejudice. Some individuals, united on eradicating this institution and frustrated by a lack of progress towards the elimination of racial prejudice, chose very radical means to further their cause. *The Black Hearts of Men, Radical Abolitionists and the Transformation of Race*, by John Stauffer is the story of four influential, radical abolitionists; James McCune Smith, Gerrit Smith, John Brown, and Frederick Douglas. This interracial group of men shared visions for a more just and moral America. Their story tells of the challenges they encountered in their efforts to change the hearts of men who defended slavery and racial oppression.

This is an excellent book to use as a professional resource to enhance my social studies curriculum. Portions of the book could be read aloud or discussed but with a fifth grade class, other sources for researching these four abolitionists would be more appropriate for this grade level.

Wineburg, Sam, *Historical Thinking and Other Unnatural Acts* Temple University Press, Philadelphia, Pennsylvania, 2001.

Wineburg presents his ideas about what teaching of history should really entail in his book that is filled with his thoughts and questions and research that address the traditional methods and ideology of this curriculum. Should our students learn the history of mankind as a sequential list of events over a period of time and then be tested on how much of these facts they can remember and understand? Wineburg stresses the importance of looking at history with an understanding that it will never be a complete and true picture of what occurred. Changing our ways of teaching history through the use of primary documents as one example, our students will come to understand the complexities of the eras they are examining. They need to be aware that they are viewing the past with perspectives of a present day mode of thinking.

Wineburg writes, "I can read something written in 1860 but not know what it meant to live in 1860. I never lived in a world where you could wake up in the morning and go to an auction and buy people. Studying history, we think our way into what living in that world was like. It's the only form of time travel that exists."

*Historical Thinking and Other Unnatural Acts* is useful as a reminder how as history teachers, improved methods and resources can benefit our students' historical thinking.

## **Suggested TAH Teacher Resources**

Great Issues in American History, 1765-1865 by *Richard Hofstadter, Ed. (NY: Random House, 1969)*

*Bring History Alive! A Sourcebook for Teaching United States History (5-12)* National Center For History in the Schools, University of California, Los Angeles, California 199

## **Annotated Bibliography: For Student Use**

*Discover American History Cobblestone, Elizabeth Cady Stanton, The Fight for Women's Rights*, Cobblestone Publishing Company, March, 2000.

*Discover American History Cobblestone, Frederick Douglass: Fighter for Freedom*, Cobblestone Publishing Company, February, 1989

*Discover American History Cobblestone, The Underground Railroad and the Antislavery Movement*, Cobblestone Publishing Company, February, 2003.

*Discover American History Cobblestone, Susan B. Anthony and the Women's Movement*, Cobblestone Publishing Company, March, 1985.

*The Road to Seneca Falls: A Story about Elizabeth Cady Stanton*, Swain, Gwenth, Millbrook Press, Minneapolis, MN Reprint 2006, Original copyright, 1996.

*Lucretia Mott: Friend of Justice*, Sawyer, Kem Knapp Discovery Enterprises, Ltd., Carlisle, MA, 2<sup>nd</sup> Edition~1998.

Pearson, Jim and Robertson, John, *Slavery in the Nineteenth Century*, National Center for History in the Schools, University of California, Los Angeles, 1991

Leighow ,Susan and Sterner-Hine, Rita, *The Antebellum Women's Movement 1820-1860*, Organization of American Historians and National Center of History in the Schools, UCLA, 1998.

March 2, 2009

Dear Parent(s),

In Language Arts, students have started to research a famous person in US history. They are using many resources such as books, encyclopedias, and the Internet. As they take notes they are finding interesting background information about this individual. They are also trying to find evidence on how this person was an influential communicator. They can use quotes from speeches, letters, or other writings that show how this individual made an impact on the major events of their era.

As part of the Wax Museum project, students will write a research report, memorize important parts of their report, dress in character of their famous person, create a display of pictures, models, artifacts, maps, and/or photos etc., and have fun performing their part as a wax figure in a museum. Attached to this sheet is an outline of the project. Your child should have his/her own copy as well.

Your support in this project is welcomed. Please help your child find a simple costume and/or props that depict their famous person. A 3-paneled display board (About \$3-4 at Staples or Wal-Mart) can be used as a great background for the collection of pictures, maps, etc. Once their report has been written, help your child memorize and practice it at home.

An exact date for the "opening " of the Wax Museum presentation will be announced later, but display boards, artifacts, and costume will be due **by March 31<sup>st</sup>**. Please send in the costume and items etc in a box with your child's name clearly printed on it. Completed display boards should also be labeled.

The Wax Museum will be open to visitations from various grade levels. The presentation also will be taped and a Castleton State College history class that consists of teachers/administrators will also view portions of it. The museum will be open for a special parent day but date and time will be announced later.

Please contact your child's Language Arts teacher with any questions or concerns.

Thank you,

Mrs. Canty

Mr. Hackett  
Mrs. Lobdell

Name\_\_\_\_\_

Date\_\_\_\_\_

Research Notes

Topic\_\_\_\_\_

Background/General facts about life	
Facts about important achievements/actions that made this person famous	Details of the affect of these achievements/actions

Famous quotes from letters, speeches, or writings	What this quote means and how it affected the events of the time.
Conclusion: Restate who this person was, why they are famous, how they impacted the events of their era	

**Bibliography:** List all books/authors, encyclopedia/pages, Internet sites etc. and other sources:

Name \_\_\_\_\_

Date \_\_\_\_\_

## First Draft Outline

### I. Introduction

- A. **Name/ famous person from what century**
- B. Background facts about life
- C. Other interesting facts
- D. Focus statement: "I am famous for\_\_\_\_\_. I am also remembered for the many persuasive (letters, speeches, quotes, books etc) that influenced the people and events of my time.

### II. Accomplishments

- A. First accomplishment and how this accomplishment impacted the people and events of that time
- B. Second accomplishment and how this accomplishment impacted the people and events of that time.
- C. Third accomplishment and how this accomplishment impacted the people and events of that time.
- D. Conclusion

### III. Influential Communicator

- A. Quote that influenced people or events of that time/ how it did/ what it means
- B. Piece of writing ( speech, letter, book) that influenced people or events of that time/ how it did/ what it means
- C. Conclusion

### IV. Conclusion