

Name: Brian Greenfield
School: Otter Valley Union
Subject: American History

Date: May, 2009
Grade Level: 10th Grade
Time: 80 minutes

Day 1: PowerPoint/Quiz

Objectives:

1. The students will identify and describe different techniques used by two abolitionists during the mid 1800's.
2. The students will observe a PowerPoint presentation on John Brown and Frederick Douglass.
3. The students will use their notes on the PowerPoint presentation to take a quiz on the PowerPoint.

Connections:

VT. Standards-

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:

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

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

This standard relates to the objectives because the student will examine social choices that can be made to eliminate social injustices.

6.14.d. Analyze perceptions of race, gender, ethnic group, and socioeconomic class as forces of unity and disunity; and

Context:

The context of this lesson is to examine and discuss the Abolition Movement in the United States during the 1800's. Also, to examine two of the leading abolitionists of that time period.

Materials/Technology:

1. PowerPoint Presentation
2. Projector
3. Computer
4. Quiz

Procedures:

1. Warm-up: Class discussion about slavery and events leading up to the Civil War.
2. I will present the PowerPoint presentation and give a lecture while the students are viewing the presentation.
3. The students will take notes during the presentation that they will be allowed to use on the quiz.
4. The students will take the quiz.

Accommodations for diverse learners:

This lesson will accommodate special needs and the normal range of diversity because there is audio and visual learning that will take place. I will also be monitoring student's note taking skills. If there are students that have a disability with regards to note taking I will provide them with a copy of the presentation notes.

Student Assessment:

The students will receive two assessments during this lesson. The first will be participation for the note taking based on a check-, check, or check+ system. The second will be a graded assessment of the quiz based on the PowerPoint presentation.

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Day 2: Document/Photograph Analyses

Objectives:

1. The students will examine two primary source documents, one from John Brown and one from Frederick Douglass. Then they will complete a document analysis worksheet
2. The students will examine two photographs, one of John Brown and one of Frederick Douglass. Then they will complete a photograph analysis worksheet.
3. The students will write a short journal entry on their thoughts and reactions to the photos and documents

Connections:

VT. Standards-

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.aaa. Identify and evaluate how individual and group action promote or deny human rights;

6.14.d. Analyze perceptions of race, gender, ethnic group, and socioeconomic class as forces of unity and disunity; and

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

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

Context:

The context of this lesson is to examine and discuss the Abolition Movement in the United States during the 1800's. Also, to examine two of the leading abolitionists of that time period.

Materials/Technology:

1. Primary Source Documents
2. Photographs
4. Journal

Procedures:

1. Warm-up: Class discussion about what primary source documents are and why they are important.

2. Students will examine primary source documents and fill in the primary source document worksheet.

John Brown Document: http://www.tncrimlaw.com/civil_bible/john_brown.htm

Frederick Douglass Document: <http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

3. Students will examine photographs and fill in the photo analysis worksheet.

John Brown Photo:

http://images.google.com/imgres?imgurl=http://www.pbs.org/wgbh/aia/part4/images/4john26b.jpg&imgrefurl=http://www.pbs.org/wgbh/aia/part4/4h2954b.html&usq= oJ_mUIC GRdyDyW3SszyeQWgOU=&h=730&w=640&sz=69&hl=en&start=11&um=1&tbid=z6s DV5f0 V8DM:&tbnh=141&tbnw=124&prev=/images%3Fq%3DJohn%2BBrown%26hl%3Den%26rlz%3D1T4GGLJ_en%26sa%3DN%26um%3D1

Frederick Douglass Photo: http://stevecotler.com/tales/wp-content/uploads/2009/02/frederick_douglass.jpg

4. Students will reflect on the photos and documents in a brief journal entry.

Accommodations for diverse learners:

This lesson will accommodate special needs and the normal range of diversity because there is conceptual and visual learning that will take place. I will also be monitoring student progress on the worksheets.

Student Assessment:

The students will receive two assessments during this lesson. The first will be participation for the worksheets based on a check-, check, or check+ system. The second will be for the journal entry based a check-, check, or check+ system.

Name: Brian Greenfield

Date: May, 2009

School: Otter Valley Union High School

Grade Level: 10th Grade

Subject: American History

Day 3: Art Project

Objectives:

1. The students will reflect on the Abolition Movement and the two abolitionists we have examined. (Brown and Douglass)
2. The students will construct a collage from magazine photos and words that symbolize the connections they have made and the information they have synthesized.

Connections:

VT. Standards-

1.16- Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects that are appropriate in terms of the following dimensions:

Skill Development- Projects exhibit elements and techniques of the art form, including expression that is appropriate to the intent of the product or performance.

Reflection and Critique- Students improve upon products and performances through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.

Making Connections- Students relate various types of arts knowledge and skills within and across the disciplines.

Approach to Work- Students safely approach their media, solve technical problems as they arise, creatively generate ideas, and cooperate with ensemble members where applicable.

Context:

The reason for doing this lesson is to make the connection between what the students have learned and what they can artistically put into a piece of artwork. The students will need to think of the concepts of abolition and abolitionists and find images that relate to how they perceive these concepts.

Materials/Technology:

1. Poster paper
2. Magazines
3. Glue sticks
4. Markers/colored pencils
5. Scissors

Procedures:

1. Students will reflect on the previous two days about abolition and abolitionists.
2. Students will cut out images and words from magazines that reflect their understanding of the topic.
3. Students will glue their images and words to poster paper and they will have an appropriate title.

Accommodations for diverse learners:

This lesson will accommodate special needs and the normal range of diversity because there is hands-on learning and visual learning that will take place. The opportunity to express ideas through visual art will also help those students with non-traditional learning styles.

Student Assessment:

The students will be assessed based on class participation and the amount of thought and effort that they put into creating a collage on the Abolition Movement and abolitionists. I will not give a letter grade to the collages but rather they will be assessed using a check +, check, and check – system.

Mr. Greenfield
American History

Name: _____

Abolition Quiz

Multiple Choice: (10 Points Each)

- ___1. The Abolition Movement focused on...
A. Supporting slavery
B. Spreading slavery
C. Doing away with slavery
D. Giving women rights

 - ___2. Frederick Douglass' father was...
A. Black
B. White
C. Chinese
D. Mexican

 - ___3. Abolitionists were.....
A. Men
B. Black
C. Women
D. All of the Above

 - ___4. Education of a slave in Baltimore was...
A. Legal
B. Illegal
C. Not Allowed
D. Both B and C

 - ___5. Why did Frederick Douglass go to Europe?
A. To see the Eiffel Tower
B. To drink fine wine
C. He feared being captured
D. To find his real father

 - ___6. What did John Brown do for two years in New York?
A. Lived with blacks
B. Made tea pots
C. Wrote for a newspaper
D. Built the Statue of Liberty

 - ___7. The killing of 5 unarmed men by Brown and his sons and what happened after that was called what?
A. Bloody Sunday
B. Bleeding Kansas
C. Bleeding Ohio
D. Bloody Nose

 - ___8. The goal of John Brown's Raid was what?
A. To kill blacks
B. To get shoes
C. To steal weapons to give to slaves
D. To die peacefully

 - ___9. The military commander who surrounded the arsenal at Harper's Ferry, VA.
A. George Washington
B. Robert E. Lee
C. Frederick Douglass
D. Elizabeth Cady Stanton
10. What did John Brown and Frederick Douglass have in common? How were they different? (10 Points) **Write on the back in complete sentences.**

Brian Greenfield

EDU 6710 C07 – The Enduring Legacy of the American Revolution-Freedom

Title: Frederick Douglass and John Brown – American Heroes on Different Paths to Freedom

Date: April 17, 2009

Grade Level: 10th Grade

Proposal: My proposal is to have students analyze two American heroes of the 19th Century Abolition Movement in the United States. The students will view a PowerPoint on the two American heroes. Students will examine primary sources. Students will analyze pictures of Douglass and Brown. Students will also be required to do an art project regarding Douglass and/or Brown.

Seminar Impact: The seminar has affected my proposal in many ways. I used to view abolition as strictly the goal of rich, white men from the North. The truth is that many kinds of people rejected slavery in the 19th century, not just white men from the North. Frederick Douglass, who was a former slave, was outspoken for the abolition of slavery but was more diplomatic than the fiery John Brown.

Central Questions:

- ✓ What was the Abolition Movement?
- ✓ Who was Frederick Douglass?
- ✓ Who was John Brown?

Challenge Questions:

- ✓ Who was more influential in the Abolition Movement, Brown or Douglass?
- ✓ What are the effects of the Abolition Movement on today's society?

Lesson Length:

- ✓ 3 class periods
- ✓ 80 minutes
- ✓ small group work
- ✓ PowerPoint
- ✓ Photo Analysis
- ✓ Document Analysis
- ✓ Art Project

Key Ideas:

- ✓ Blacks contributed greatly to the Abolition Movement.
- ✓ John Brown and Frederick Douglass both contributed to the abolition of slavery in the U.S.
- ✓ There was a divided nation during the pre-Civil War era.

Intended Learning Outcomes:

- ✓ Students will gain knowledge of Frederick Douglass and his accomplishments.
- ✓ Students will gain knowledge of John Brown and his accomplishments.
- ✓ Students will learn the connection between the Abolition Movement and the Civil War.

National History Standards:

- ✓ Understands the sources and character of cultural, religious, and social reform movements in the antebellum period
- ✓ Understands the causes of the Civil War

Vermont Standards:

- ✓ 1.3.g. Analyze, interpret, and evaluate texts produced for a wide range of purposes and audiences, including their cultural, political, and aesthetic contexts.
- ✓ 1.16 Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects that are appropriate in terms of the following dimensions:
 - Skill Development -- Projects exhibit elements and techniques of the art form, including expressions that are appropriate to the intent of the product or performance.
 - Reflection and Critique -- Students improve upon products and performances through self-reflection and outside critique, using detailed comments that employ the technical vocabulary of the art form.
 - Making Connections -- Students relate various types of arts knowledge and skills within and across the disciplines.
 - Approach to Work -- Students safely approach their media, solve technical problems as they arise, creatively generate ideas, and cooperate with ensemble members where applicable.
- ✓ 2.2.aaa. Critically evaluate the validity and significance of sources and interpretations.
- ✓ 6.9.aa. Examine ways people become citizens of the United States; and
- ✓ 6.14.d. Analyze perceptions of race, gender, ethnic group, and socioeconomic class as forces of unity and disunity; and
- ✓ **6.6-** Students use historical methodology to make interpretations concerning history, change, and continuity. This is evident when students:
 - c. Collect and use primary resources (e.g., letters, diaries, artifacts, artwork, documents) in building original historical interpretations;

Preparation for Teaching:

Activities:

- ✓ Primary Source Document Analysis
- ✓ Active listening during the PowerPoint that will be interactive/Quiz
- ✓ Photo Analysis
- ✓ Art Project

Assessment:

- ✓ Students will be informally assessed on their art project.
- ✓ Students will take a quiz on the PowerPoint Presentation.
- ✓ Students will be informally assessed on the document and photo analyses.

Sources:

Cayton, Andrew, Elisabeth Israels Perry, Linda Reed and Allan M. Winkler
America: Pathways to Present, Needham, Massachusetts: Prentice Hall, 2005.

Internet Sources: The links are under Lesson Plan Day 2/Procedures

Accommodations:

All students' IEP and 504 concerns will be addressed. I would also like to differentiate the instruction depending on the make-up of the students. Also, the quiz will be modified accordingly.