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HIS-6710

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**Title:** Comparing and Contrasting the United States with West Africa

### **Final Proposal**

**Proposal Abstract:** My school, Ripton Elementary, has been working with the Vermont State Department of Education (VTDOE) this year on implementing the Vermont Instructional Integration Model (VIIM). One component of the VIIM is Differentiated Instruction (DI). Our school has been working the VTDOE on DI using Grant Wiggins' Understanding by Design model to now develop our school-wide thematic units. This year, one of our school's themes for social studies was West Africa. My goal was to combine the learning gained from the TAH course with my school's work on developing thematic units based on DI and Wiggins' work. The result is a combination study of slavery and the Triangle Trade with a modern comparison of West Africa with the United States.

**Grade Level:** 5 and 6, although I think grades 7 and 8 could delve deeper into this material perhaps.

**Seminar Impact:** The TAH course has impacted my teaching by giving me a tremendous amount of background information and a new understanding of this period in United States history. I now feel that I have a clear and in-depth understanding of the abolition movement and women's suffrage movement after participating in this seminar. I understand now that there are many heroes from this period that the history books tend to overlook.

#### **Central Questions:**

What is the Triangle Trade?

How did slavery impact the lives of individuals taken from Africa and brought to the US to be a slave?

What impact did slavery have on the United States and West Africa?

#### **Challenge Questions:**

How has colonialism affected the history and development of West Africa?

How do natural resources and human resources make a country wealthy and powerful?

Why is the standard of living in the United States and in West African countries so different today?

**Lesson Length:** 3-5 class periods each week (each period contains 60 minutes) for six to eight weeks total. I would first begin with a book study of My Name Is Not Angelica to explore the Triangle Trade before delving into slavery in the antebellum period using To Be a Slave, The Black Bonnet, and Go Free or Die. The culminating project that compares the United States with West Africa will be the final assessment. An elementary teacher could use all three of these pieces or only one.

**Key Ideas:**

- Students will understand that the Triangle Trade involved three continents, and that slavery of West Africans was critical to the success of this triangle working.
- Students will understand that slavery ruptured the lives and culture of West Africans, and that the Underground Railroad was one means to fight this evil system.
- Students will understand that many other countries, particularly all of the West African nations, do not have the high standard of living that exists in the United States today.
- Students will understand that natural resources and human resources determine a country's wealth and power.

**Intended Learning Outcomes:** *As a result of this unit, students will know...*

- The location and names of the countries that make up West Africa.
- The reasons why the American colonists wanted slaves from West Africa.
- The key parts of the Triangle Trade.
- The similarities and differences between the United States and West Africa.
- The impact that colonialism has had on West African nations.
- The factors that make infant mortality rates high and life expectancy and literacy rates low.
- The difference between raw goods and finished goods.

## **Vermont Standards:**

### **H&SS5-6:12**

**Students show understanding of human interaction with the environment over time by...**

- Describing how people have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation).
- Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., accompanying a naturalist working to identify areas in need of preservation).
- Identifying different viewpoints regarding resource use in the U.S. and world (e.g., Interview the owner of a hybrid or electric vehicle.).
- Describing how the environment influences a particular demographic factor, such as disease/epidemic rates, life expectancy, infant mortality rate, population growth rate (e.g., describe how environmental factors influence income).
- Recognizing patterns of voluntary and involuntary migration in the U.S. and world.

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

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

- Identifying a current or historic issue related to basic human rights (e.g., civil rights; women's movement).
  - Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/ or social position.
  - Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations).
  - After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world (e.g., participating in a forum on child slavery).
  - Describing differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity.
  - Citing examples, both past and present, of how diversity has led to change (e.g., foods; internment camps; slavery).
  - Identifying examples of interdependence among states and nations (e.g., natural resources).
  - Comparing and contrasting behaviors that foster cooperation among groups and governments (e.g., assigned roles of participation; clear expectations and goal setting).
  - Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution).
- Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs. salad bowl).

## **National History Standards:**

**STANDARD 1 Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.**

**Standard 1A The student understands how diverse immigrants affected the formation of European colonies.**

Grade Level: 5-12 Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. [Reconstruct patterns of historical succession and duration]

**Standard 3C The student understands African life under slavery.**

Grade Level: 5-12 Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. [Appreciate historical perspectives]

**STANDARD 1 Long-term changes and recurring patterns in world history.**

Grade Level: 5-12 Compare the economic and social importance of slavery and other forms of coerced labor in various societies from ancient times to the present.

**Standard 4C The student understands patterns of change in Africa in the era of the slave trade.**

Grade Level: 5-12 Analyze how the Atlantic slave trade affected population, economic life, marriage, family life, and the use of male and female slave labor in West and Central Africa. [Analyze cause-and-effect relationships]

**Standard 4B The student understands the origins and consequences of the trans-Atlantic African slave trade.**

Grade Level:5-12 Explain how commercial sugar production spread from the Mediterranean to the Americas and analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy. [Analyze cause-and-effect relationships]

Grade Level:5-12 Explain how European governments and firms organized and financed the trans-Atlantic slave trade; and describe the conditions under which slaves made the "middle passage" from Africa to the Americas. [Appreciate historical perspectives]

Grade Level:5-12 Describe conditions of slave life on plantations in the Caribbean, Brazil, and British North America and analyze ways in which slaves perpetuated aspects of African culture and resisted plantation servitude. [Appreciate historical perspectives]

**Standard 2D The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.**

Grade Level: 5-12 Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]

Grade Level: 5-12 Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

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

**Standard 4A The student understands the abolitionist movement.**

Grade Level:5-12 Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

**Preparation for Teaching:** Students will be provided with the comprehension questions for My Name Is Not Angelica, The Black Bonnet, Go Free or Die, and To Be a Slave. Students will be provided with a rubric for their final summative assessment on their project that compares their chosen West African nation with the United States in order to guide their research. Students will be given the necessary websites and organizers for their research in order to prevent wasted time on looking at inappropriate websites.

**Primary Sources listed and briefly evaluated:**

Hakim, Joy. *Making Thirteen Colonies* New York: Oxford University Press, 1993

This book is a fantastic history textbook for grades 5-7 that contains many primary sources. Hakim has written a series of books about U.S. history and this one focuses on the making of the thirteen American colonies. This series was written to make history more accessible to students of this age, and Hakim uses language that tries to hook students by making sound fun. This book was very useful for my research and project because of the chapter on the Triangle Trade. Hakim graduated from Rutland High School! She has done plenty of research for this book, and the book is at an appropriate reading level for 6<sup>th</sup> grade students.

A fellow teacher in the Teaching American History Grant at Castleton College recommended it for my grade 5/6 multi-age class. I highly recommend this book for all upper elementary school teachers and classes.

O'Dell, Scott. *My Name Is Not Angelica* New York: Yearling, 1990

This book is a great book to use to introduce upper elementary students to the Triangle Trade and the severity of slavery in the colonies of the European nations in the 18<sup>th</sup> century. O'Dell does an excellent job describing the harsh conditions that existed in the daily life of a slave. The story of a slave revolt on the island of St. John in the Caribbean as seen through the eyes of a 16-year old Senegalese slave girl is based on historical events in 1733. The story has an interesting and unexpected twist for students at the end of the story. My only criticism is that O'Dell does not spend enough time describing the deadly passage across the Atlantic made by Africans. With teacher guidance on the discussion, students can learn much about slave life and the hopelessness these captured Africans experienced, and that slavery existed in the colonies long before the American Revolution and the US Civil War. The reading level is 5<sup>th</sup> grade.

This book was in my school, and I have used it with great success in the past when my class was focusing on slavery or various aspects of the colonial period of the 18<sup>th</sup> century.

Lester, Julius. *To Be A Slave* New York: The Dial Press, 1968

This book is an intense book for 5<sup>th</sup> and 6<sup>th</sup> grade students because it is 100% primary source documents written by slaves that are held in the Library of Congress and Fisk University. This book not only gives the teacher a tremendous understanding of the plight of slaves, but it is a great read for students with high reading fluency and comprehension skills. The material is arranged in historical time sequence that begins in Africa and culminates with the Civil War and Emancipation, but the emotions of the people who lived through it are timeless. This book may be too intense as a read aloud for the whole class, and is for high-level readers.

A fellow teacher in the Teaching American History Grant at Castleton College recommended it for my grade 5/6 multi-age class. I highly recommend this book for all

upper elementary school teachers and classes that are studying this time period in American history.

Ferris, Jeri *Go Free or Die, A Story About Harriet Tubman* Minneapolis: Carolrhoda Books, 1988

This book is for low-level readers in an upper elementary class. Although it is short book of 63 pages, Go Free or Die, A Story About Harriet Tubman does a fine job describing the life of Harriet Tubman while she was a slave and her of escape to freedom. This book does a nice job giving students an accurate picture of the Underground Railroad and how the Quakers were involved in these daring escapes in Pennsylvania. This book is appropriate for grades 3-5. A teacher in the Teaching American History course recommended this book to me.

Bryant, Louella. *The Black Bonnet* Shelburne, Vermont: New England Press, 1996

This book brings the story of the Underground Railroad to live for upper elementary students who are strong readers because the story takes place in Vermont and the minor characters were real people. Bryant is a high school English teacher in Vermont and the story centers around two sisters perilous journey from Virginia to Canada via Burlington. The book uses the main character, named Charity, to show the differences between the world of the whites and the world of the blacks in the 1850s. I feel as though Bryant did enough research for this book to make it a good read of historical fiction. This book was used with Lester's and Ferris's books after the whole class read O'Dell's book.

A fellow teacher in the Teaching American History Grant at Castleton College recommended it for my grade 5/6 multi-age class. I highly recommend this book for all upper elementary school teachers and classes that are studying this time period in American history.

Naidoo, Beverly. *The Other Side of Truth* New York: Amistad, 2002

This book gives students a look at issues plaguing many West African nations today. I use this book to have students compare contrast the government and democracy of the United States with the military dictatorship that was present in Nigeria in the late 1990s. The story involves a brother and sister that are smuggled out of Nigeria to safety in London after their mother is assassinated in order to persuade their father to stop writing the truth about the military dictatorship in Nigeria. This book generates a lot of discussion, and it is the backbone for literature circles for school-wide thematic unit on West Africa. This book works well for solid readers in grade 5 and 6.

This book is part of our trade book library for literature circles in my classroom. I used this book as a final literature circle book after using the novels listed above first in my unit.

Chanek, Sherilin. *World Regions: Africa* Washington, DC: National Geographic Society  
2003

This book is a fantastic geographic resource for any class studying Africa. We used this book to get a geographical understanding of this continent. The book discusses the Sahara Desert, the savanna, the rain forest and the Great Rift Valley. Although it is a good teaching tool for all of Africa, I used the book to focus on the environments of West Africa and also to teach students about sustainable development, shrinking habitats, and fair trade coffee. If a class is doing a compare/contrast study of Africa with North America or with the US and a West African nation, this resource is a good beginning to develop content vocabulary. National Geographic has created this World Regions series for all of the continents. The reading level is appropriate for grades 5 and 6.

My school librarian recommended this book when she heard our school was doing a thematic unit on West Africa.

Cobblestone (various authors). *The Underground Railroad* Peterborough, NH:  
Cobblestone (Feb., 2003 issue)

This magazine provides many informative articles to provide background information on the Underground Railroad and the anti-slavery movement to upper elementary students. The reading level is very accessible, and the articles of particular interest are of the Robinson family (of Rokeby Museum fame) of Ferrisburgh, Vermont, the Fugitive Slave Acts of 1793 and 1850, and the abolitionist who led the way in the anti-slavery movement. The other benefit of this publication is the focus on vocabulary related to this topic, and the emphasis on these words will help students as they delve further into the abolition movement. I recommend getting a set for at least one reading group, but it would be advantageous to get a class set if possible.

I came across this magazine when visiting the Women's Rights National Historical Park in Seneca Falls, New York with the Teaching American History cohort in July, 2008. I purchased a set for a reading group.

Cobblestone (various authors). *Frederick Douglass: Fighter for Freedom*  
Peterborough, NH: Cobblestone (Feb., 1989 issue)

This magazine provides a fine focus on the multi-faceted life of Frederick Douglass to upper elementary students. The reading level is very accessible, and the photographs of Douglass and publications of the time help students get a mental picture of the times and life of this amazing man. One article of interest is the one that discusses the relationship between Douglass and John Brown, and students will see the change in Douglass movement from peaceful to militant abolitionist. Another article is by Douglass himself, and he describes how he learned to read and write. I recommend getting a set for at least one reading group, but it would be advantageous to get a class set if possible.

I came across this magazine when visiting the Women's Rights National Historical Park in Seneca Falls, New York with the Teaching American History cohort in July, 2008. I purchased a set for a reading group.

Pearson, Jim and Robinson, John. *Slavery in the Nineteenth Century* Los Angeles: National Center for History in the Schools, 1991

This is a great resource for any grades 5-8 teacher studying slavery in the 19<sup>th</sup> century! This book contains many primary source documents, provides teacher background information, and six ready to use lessons that help students understand the various angles of this complex topic. Of particular interest to me was the second lesson about enslaved labor that uses a primary source document of a slave owner in Louisiana in 1849 because it allows students to see how enslaved Africans were treated as both people and property while also comparing various forms of enslaved labor. I also enjoyed the fifth lesson that included a reader's theater titled "The Tappan Brothers Confront the Nation Over Slavery" because students have the opportunity to learn the names and accomplishments of three abolitionists. Another helpful aspect of this book was the annotated reading list that provided me with more possible books to use with students.

I received this book as part of the resources provided to me by the wonderful folks who lead the Teaching American History grant.

Vest, Kathleen. *Using Primary Sources in the Classroom* Huntington Beach, CA: Shell Education, 2005

Out of all of the resources provided by the Teaching American History grant, this book is the most valuable in my opinion because it provides the teacher with all the various types of primary documents that a teacher can use with students. Although this book is written in a very accessible format, there is a wealth of information, strategies, activities, and sample lessons for the teacher, and I feel that this resource needs plenty of opportunities to review it in order for the tools and techniques to become second nature for the teacher of history. I wish that this resource had been written when I first got into teaching because I think my approach to teaching students would have been totally different. I particularly liked the chapters that focused on using maps, political cartoons and comic strips as primary source documents because I think these type of visuals appeal to many of my students at the upper elementary level. I also appreciated the chapter on designing document-based assessments because I feel that this has been an area of weakness in my teaching.

I received this book as part of the resources provided to me by the wonderful folks who lead the Teaching American History grant. I greatly appreciate having this fine book.



**Secondary Sources listed and briefly evaluated:**

Ripley, Peter, Finkenbine, Roy, Hembree, Michael and Yacovone, Donald. *Witness for Freedom* Chapel Hill, NC: University of North Carolina Press, 1993

This book provides the teacher with an understanding of the black abolitionist movement through the use of primary source documents taken from *The Black Abolitionist Papers*. This book may not be essential reading for an elementary school teacher, but it does provide a useful beginning to a teacher just learning about the topic. The introduction is very helpful and informative, and I recommend that a teacher read just that before determining whether or not to continue reading. It may be helpful to scan the rest of the book to decide which documents would be accessible and useful to upper elementary students. The chronology is very helpful in helping the teacher get a grasp of the sequence of key events related to the abolitionist movement.

I received this book as part of the resources provided to me by the wonderful folks who lead the Teaching American History grant.

Stauffer, John. *The Black Hearts of Men* Cambridge, MA: Harvard University Press, 2001

This book provides a fascinating portrayal of the complex and unique relationship of four abolition leaders (two white and two black) of the antebellum period: John Brown, James McCune Smith, Gerrit Smith, and Frederick Douglass. Smith and McCune Smith are unknown to many Americans, yet they were very influential men of their time. This book was enjoyable to read, yet I do not know if an upper elementary teacher needs to read this book in order to teach the topic of abolitionism to 5<sup>th</sup> and 6<sup>th</sup> grade students.

**Activities:** *As a result of this unit, students will be able to do...*

- construct timelines
- create bar and circle graphs to compare data
- read primary source documents
- research a chosen topic using print and Internet resources
- write and organize notes
- read and interpret historical maps
- summarize non-fiction and historical fiction texts
- use public speaking to present information
- write a response to literature to My Name Is Not Angelica or The Other Side of Truth
- write a research report that compares US with a West African country
- identify and locate all of the West African nations
- explain the meanings of the following vocabulary words: rural, urban, economy, torture, natural resources, human resources, unemployment, trade, colonialism, slavery, independence, political exile, constitution, human rights, United Nations, non-governmental organization (NGO) oppression, repressive, regime, electoral fraud, military dictatorship, import, export, malaria, vaccine, infectious diseases, raw goods, finished goods, manufacturing, infant mortality rate, literacy rate, life expectancy rate, per capita income, embargo, colony, boycott, child labor, coup d'état, oligarchy, junta, Gross Domestic Product (GDP), AIDS, HIV, infrastructure
- identify the main ideas in a passage of text
- interpret images (paintings) of the period using Visual Thinking Strategies

**Accommodations:**

The following accommodations will be made for students: books on tape for My Name Is Not Angelica and The Other Side of Truth; graphic organizers; vocabulary lists; labeled maps of West Africa and routes of the Underground Railroad; books at various reading levels; varying ways to respond to text to show understanding; scaffolding tasks; flexible groupings for tasks; and students will be given the following website for their research- <http://www.unicef.org> and <http://www.cia.gov/worldfactbook>

Graphic Organizers and a scaffold for writing a persuasive letter are provided. There will also be a modified rubric provided for the summative assessment project.

**Assessment:**

**Goal:** To compare a chosen West African country with the United States using the following criteria: literacy rate, life expectancy rate, infant mortality rate, per capita income, natural resources, government, imports, exports, infectious diseases, cars, electricity

**Role:** \_\_\_\_\_(specific West African country) Ambassador to the United States

**Audience:** President Obama, Secretary of State Clinton

**Situation:** As the ambassador of your West African country to the United States, you need to persuade US President Barack Obama and US Secretary Of State Hillary Clinton that your West African country should get \$200 million in foreign aid instead of other nations because of the certain needs in your country.

**Product:** You need to create a PowerPoint presentation, a skit, a brochure or a report that shows the plight of your West African country when compared to the United States using criteria such as literacy rate, life expectancy rate, infant mortality rate, per capita income, natural resources, government, imports, exports, infectious diseases in order to persuade your audience for the foreign aid. A timeline of the important events in your country's history will also be required.

**Criteria for Success:** See rubric and modified rubric that begin on the next page.

**Public Speaking & Presentation Skills (20 Points Meets the Standard)**

Above the Standard	Meets the Standard	Below the Standard
	<ul style="list-style-type: none"> <li>○ uses appropriate volume <b>throughout</b> presentation</li> <li>○ uses appropriate posture <b>throughout</b></li> <li>○ speaks clearly <b>throughout</b></li> <li>○ stays on topic <b>throughout</b></li> <li>○ looks at audience <b>50% of time</b></li> <li>○ uses visual aids/props appropriately <b>throughout</b></li> <li>○ <b>is professional by being prepared</b> (rehearsed), <b>organized</b> (e.g. uses outline/note cards)</li> <li>○ explains information and argument in an understandable way</li> <li>○ uses appropriate gestures <b>throughout</b></li> </ul>	<ul style="list-style-type: none"> <li>○ uses appropriate volume <b>at times in</b> presentation</li> <li>○ uses appropriate posture <b>at times</b></li> <li>○ speaks clearly <b>at times</b></li> <li>○ stays on topic <b>at times</b></li> <li>○ looks at audience <b>less than 50% of time</b></li> <li>○ uses visual aids/props appropriately <b>at times</b></li> <li>○ <b>shows a lack of preparation</b> (rehearsed), <b>organization</b> (e.g. uses outline/note cards)</li> <li>○ <b>does not</b> explain information and/or argument in an understandable way</li> <li>○ uses appropriate gestures <b>at times</b></li> </ul>

**Visual & Presentation Aids (15 Points Meet the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<ul style="list-style-type: none"> <li>○ map of country that contains major cities, rivers, vegetation zones, landmarks, mountains</li> <li>○ at least 6 bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ at least 10 images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ all words are spelled correctly</li> <li>○ all type is in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are neat &amp; easy to read</li> <li>○ visual aids relate to topic only</li> <li>○ visual aids use at least 8 colors</li> <li>○ visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has at least 7 events (e.g. year of independence)</li> <li>○ <b>all sources of information are listed (including web site addresses)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ map of country that contains major cities, rivers, vegetation zones</li> <li>○ at least 4 bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ at least 6 images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ all but three words spelled correctly</li> <li>○ all type is in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are neat &amp; easy to read</li> <li>○ visual aids relate to topic only</li> <li>○ visual aids use at least 6 colors</li> <li>○ visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has at least 5 events (e.g. year of independence)</li> <li>○ <b>all sources of information are listed (including web site addresses)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ map of country that contains major cities</li> <li>○ <b>less than 4</b> bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ <b>less than 6</b> images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ <b>more than 3</b> words spelled incorrectly</li> <li>○ all type is <b>not</b> in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are <b>sloppy &amp; hard</b> to read</li> <li>○ some visual aids <b>do not</b> relate to topic</li> <li>○ visual aids use <b>less than 6</b> colors</li> <li>○ <b>some</b> visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ <b>some</b> visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has <b>less than 5</b> events (e.g. year of independence)</li> <li>○ <b>some sources of information are listed (including web site addresses)</b></li> </ul>

**Background Knowledge of West African Country (24 Points Meet the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<p>Presenter gives the information that is as recent as 2008 for categories of data in <b>Meets the Standard</b> <u>and</u> gives information/data about:</p> <ul style="list-style-type: none"> <li>○ political parties</li> <li>○ education levels of each gender</li> <li>○ infrastructure</li> <li>○ current foreign aid to country from US</li> <li>○ recent elections</li> <li>○ military</li> <li>○ industries</li> <li>○ natural hazards</li> <li>○ terrain</li> <li>○ fresh water withdrawal</li> <li>○ religions</li> <li>○ economy</li> <li>○ telephones/cell phones</li> <li>○ electricity</li> <li>○ Internet</li> <li>○ transnational issues</li> </ul>	<p>Presenter gives the following background info using data from 2005-present:</p> <ul style="list-style-type: none"> <li>○ climate/environment</li> <li>○ population</li> <li>○ currency</li> <li>○ government/leader</li> <li>○ languages</li> <li>○ suffrage</li> <li>○ natural resources</li> <li>○ land use</li> <li>○ capital</li> <li>○ independence date</li> <li>○ types of industry</li> <li>○ types of agriculture</li> </ul>	<p>Presenter gives information older than 2005 and/or has fewer categories of data that are listed in <b>Meets the Standard</b></p>

**Persuasive Argument for Foreign Aid (31 Points Meets the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<p>Presenter argues for aid by stating reasons why US should help <b>and</b> gives reasons why foreign aid from US may be risky.</p> <p>Presenter gives examples of NGOs in the country and what projects these NGOs have begun.</p> <p>Presenter makes comparisons with US using the criteria in <b>Meets the Standard and</b> at least 3 other criteria from: telephones, Internet, water consumption, electricity consumption, industries, car ownership.</p> <p>Presenter discusses and clearly explains at least four current issues/problems.</p>	<p>Presenter argues for aid using:</p> <ul style="list-style-type: none"> <li>○ at least two current issues (such as child labor, infectious diseases, land use, civil war, famine, deforestation, water use, infrastructure, micro-lending, sustainable development)</li> <li>○ import and exports</li> <li>○ comparisons with US in using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> </ul>	<p>Presenter argues for aid using:</p> <ul style="list-style-type: none"> <li>○ less than two current issues (such as child labor, infectious diseases, land use, civil war, famine, deforestation, infrastructure sustainable development)</li> <li>○ does <b>not</b> include import and exports</li> <li>○ makes <b>some</b> comparisons with US in using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> </ul>

**Comments:** \_\_\_\_\_

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**Modified Rubric-Public Speaking & Presentation Skills (20 Points Meets the Standard)**

Above the Standard	Meets the Standard	Below the Standard
	<ul style="list-style-type: none"> <li>○ uses appropriate volume <b>throughout</b> presentation</li> <li>○ uses appropriate posture <b>throughout</b></li> <li>○ speaks clearly <b>throughout</b></li> <li>○ stays on topic <b>throughout</b></li> <li>○ looks at audience <b>50% of time</b></li> <li>○ uses visual aids/props appropriately <b>throughout</b></li> <li>○ <b>is professional by being prepared</b> (rehearsed), <b>organized</b> (e.g. uses outline/note cards)</li> <li>○ explains information and argument in an understandable way</li> <li>○ uses appropriate gestures <b>throughout</b></li> </ul>	<ul style="list-style-type: none"> <li>○ uses appropriate volume <b>at times in</b> presentation</li> <li>○ uses appropriate posture <b>at times</b></li> <li>○ speaks clearly <b>at times</b></li> <li>○ stays on topic <b>at times</b></li> <li>○ looks at audience <b>less than 50% of time</b></li> <li>○ uses visual aids/props appropriately <b>at times</b></li> <li>○ <b>shows a lack of preparation</b> (rehearsed), <b>organization</b> (e.g. uses outline/note cards)</li> <li>○ <b>does not</b> explain information and/or argument in an understandable way</li> <li>○ uses appropriate gestures <b>at times</b></li> </ul>



**Modified Rubric-Visual & Presentation Aids (15 Points Meet the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<ul style="list-style-type: none"> <li>○ map of country that contains major cities, rivers, vegetation zones</li> <li>○ at least 4 bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ at least 6 images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ all but 3 words are spelled correctly</li> <li>○ all type is in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are neat &amp; easy to read</li> <li>○ visual aids relate to topic only</li> <li>○ visual aids use at least 6 colors</li> <li>○ visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has at least 5 events (e.g. year of independence)</li> <li>○ <b>all sources of information are listed (including web site addresses)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ map of country that contains major cities, rivers</li> <li>○ at least 2 bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ at least 4 images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ all but 6 words spelled correctly</li> <li>○ all type is in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are neat &amp; easy to read</li> <li>○ visual aids relate to topic only</li> <li>○ visual aids use at least 4 colors</li> <li>○ visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has at least 4 events (e.g. year of independence)</li> <li>○ <b>all sources of information are listed (including web site addresses)</b></li> </ul>	<ul style="list-style-type: none"> <li>○ map of country that contains major cities</li> <li>○ <b>less than 4</b> bar/circle graphs that compare Country X with US using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> <li>○ <b>less than 6</b> images related to country (e.g. important people, landmarks, flag, resources, events, holidays)</li> <li>○ <b>more than 3</b> words spelled incorrectly</li> <li>○ all type is <b>not</b> in a size that can be seen by <b>whole audience</b></li> <li>○ visual aids are <b>sloppy &amp; hard</b> to read</li> <li>○ some visual aids <b>do not</b> relate to topic</li> <li>○ visual aids use <b>less than 6</b> colors</li> <li>○ <b>some</b> visual aids are appealing to the eye (no distracting backgrounds)</li> <li>○ <b>some</b> visual aids use appropriate sounds and do not distract audience</li> <li>○ timeline of historical events has <b>less than 5</b> events (e.g. year of independence)</li> <li>○ <b>some sources of information are listed (including web site addresses)</b></li> </ul>

**Modified Rubric-Background Knowledge of West African Country (24 Points Meet the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<p>Presenter gives the information that is as recent as 2008 for categories of data in <b>Meets the Standard</b> <u>and</u> gives information/data about:</p> <ul style="list-style-type: none"> <li>○ political parties</li> <li>○ education levels of each gender</li> <li>○ infrastructure</li> <li>○ current foreign aid to country from US</li> <li>○ recent elections</li> <li>○ military</li> <li>○ industries</li> <li>○ natural hazards</li> <li>○ terrain</li> <li>○ fresh water withdrawal</li> <li>○ religions</li> <li>○ economy</li> <li>○ telephones/cell phones</li> <li>○ electricity</li> <li>○ Internet</li> <li>○ transnational issues</li> </ul>	<p>Presenter gives the following background info (of <b>at least 9</b> categories below) using data from 2005-present:</p> <ul style="list-style-type: none"> <li>○ climate/environment</li> <li>○ population</li> <li>○ currency</li> <li>○ government/leader</li> <li>○ languages</li> <li>○ suffrage</li> <li>○ natural resources</li> <li>○ land use</li> <li>○ capital</li> <li>○ independence date</li> <li>○ types of industry</li> <li>○ types of agriculture</li> </ul>	<p>Presenter gives information older than 2005 and/or has fewer than 9 categories of data that are listed in <b>Meets the Standard</b></p>

**Modified Rubric-Persuasive Argument for Foreign Aid (31 Points Meets the Standard)**

Above the Standard	Meets the Standard	Below the Standard
<p>Presenter argues for aid by stating reasons why US should help <b>and</b> gives reasons why foreign aid from US may be risky.</p> <p>Presenter gives examples of NGOs in the country and what projects these NGOs have begun.</p> <p>Presenter makes comparisons with US using the criteria in <b>Meets the Standard and at least 1</b> other criteria from: telephones, Internet, water consumption, electricity consumption, industries, car ownership.</p> <p>Presenter discusses and clearly explains at least four current issues/problems.</p>	<p>Presenter argues for aid using:</p> <ul style="list-style-type: none"> <li>○ at least one current issues (such as child labor, infectious diseases, land use, civil war, famine, deforestation, water use, infrastructure, micro-lending, sustainable development)</li> <li>○ import and exports</li> <li>○ comparisons with US in using at <b>least 4</b> of the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> </ul>	<p>Presenter argues for aid using:</p> <ul style="list-style-type: none"> <li>○ less than one current issues (such as child labor, infectious diseases, land use, civil war, famine, deforestation, infrastructure sustainable development)</li> <li>○ does <b>not</b> include import and exports</li> <li>○ makes <b>some</b> comparisons with US in using the following criteria: life expectancy, literacy, infant mortality, per capita income, unemployment rate, birth/death rates</li> </ul>

**Comments:** \_\_\_\_\_

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**Students used the following organizers and scaffold for writing the persuasive letter to President Barack Obama and when they researched a West African country using the CIA World Fact Book on the Internet.**

**The comprehension questions for My Name Is Not Angelica, Go Free or Die, The Black Bonnet, and To Be A Slave follow.**

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Name: \_\_\_\_\_

### Country Comparison Worksheet

<b>Category</b>	<b>United States</b>	
Climate		
Population		
Currency		
Government/leader		
Languages		
Suffrage		
Natural resources		

Capital		
Independence date		
Land use		
Types of industry		
Types of agriculture		

**Source of Information:** \_\_\_\_\_

**Important Issues:**

Name: \_\_\_\_\_ Country: \_\_\_\_\_

Infant Mortality Rate in United States as of the year \_\_\_\_\_: \_\_\_\_\_

Infant Mortality Rate in your country as of the year \_\_\_\_\_: \_\_\_\_\_

Notes: \_\_\_\_\_

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**Why is this information important?:** \_\_\_\_\_

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\_\_\_\_\_

Source of information:

\_\_\_\_\_

Name \_\_\_\_\_ Country: \_\_\_\_\_

Literacy Rate in United States as of the year \_\_\_\_\_: \_\_\_\_\_

Literacy Rate in your country as of the year \_\_\_\_\_: \_\_\_\_\_

Notes: \_\_\_\_\_

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**Why is this information important?:** \_\_\_\_\_

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Source of information: \_\_\_\_\_



Life Expectancy Rate in United States as of the year \_\_\_\_\_:

\_\_\_\_\_

Life Expectancy Rate in your country as of the year \_\_\_\_\_:

\_\_\_\_\_

Notes:

\_\_\_\_\_

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**Why is this information important?:**

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Source of information:

\_\_\_\_\_

Unemployment Rate in United States as of the year \_\_\_\_\_:

\_\_\_\_\_

Unemployment Rate in your country as of the year \_\_\_\_\_:

\_\_\_\_\_

Notes:

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**Why is this information important?:**

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

Source of information:

\_\_\_\_\_

March 19, 2009

President Barack Obama  
The White House  
1600 Pennsylvania Avenue NW  
Washington, DC 20500

Dear President Obama,

Congratulations on winning the 2008 United States Presidential election and by making history as the first African-American president. I am sure your relatives in Kenya must be very proud of your accomplishment. I am \_\_\_\_\_, \_\_\_\_\_ Ambassador to the United States, and I wish to meet with you to discuss the serious \_\_\_\_\_ and \_\_\_\_\_ issues that are preventing the citizens of my country from having the same standard of living that is present in the United States. After hearing about the situation in our West African country, I hope that your country will offer us \$200 million in aid to help improve the lives of the people of \_\_\_\_\_.

The first important issue that affects \_\_\_\_\_ is \_\_\_\_\_.  
The \_\_\_\_\_ rate in the United States is \_\_\_\_\_.  
Did you know Mr. President, that the \_\_\_\_\_ rate in \_\_\_\_\_ is \_\_\_\_\_? As you can see, this \_\_\_\_\_ rate (*discuss the impact of this statistic on your country*)

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With the \$200 million of aid from the United States, the government of \_\_\_\_\_ will (*tell what you would do with the aid money and how your actions will improve the \_\_\_\_\_ in your country*)

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Another serious issue in my country is \_\_\_\_\_.

When you compare the United States \_\_\_\_\_ rate of \_\_\_\_\_ with the \_\_\_\_\_ rate of \_\_\_\_\_ in \_\_\_\_\_ you can see that this is a \_\_\_\_\_ problem. *(Tell why this issue is a problem.)* \_\_\_\_\_

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We would use the aid from your *(use a positive adjective to describe the United States)* \_\_\_\_\_ country to *(tell what you would use the aid money for and how your actions will improve the* \_\_\_\_\_ *in your country)*

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As you can see, Mr. President, the situation in \_\_\_\_\_ is very  
\_\_\_\_\_ because of \_\_\_\_\_ and  
\_\_\_\_\_. Without this foreign aid, we cannot  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_,  
and the future of the children of \_\_\_\_\_ is/will be  
\_\_\_\_\_. I hope will consider supporting \_\_\_\_\_  
and that you will meet with me to further discuss how the (*use an positive adjective to  
describe*) \_\_\_\_\_ people of the United States can help lead  
\_\_\_\_\_ to \_\_\_\_\_.

Thank you for your attention to this matter, and I look forward to hearing from you soon.

Sincerely,

Ambassador of \_\_\_\_\_ to the United States

Note: The following comprehension questions (with sample answers) can be used for My Name Is Not Angelica if you decide to not use a literature circle approach in which the students generate the comprehension questions. My Name Is Not Angelica is good book to use for a whole class investigation into slavery and the Triangle Trade before using various historical fiction books to further the study of this important topic.

My Name Is Not Angelica Chapters 1-5

**What countries owned St. John and who does it belong to now?**

Spain, England, France, the Netherlands (Dutch) and Denmark owned St. John, and the island is now owned by the United States.

**Who are Konje and Raisha?**

Konje is the son of the King of Barato. The story begins with the king having just died, and Konje is the new king. Raisha is the daughter of Tembu Motara, the King of Barato's chief counselor.

**Why does Konje think his slaves are different from King Agaja's?**

Konje thinks his slaves are different from King Agaja's because his are well treated, apart of family. Konje has heard that King Agaja's are roasted and eaten.

**What two events will happen to Konje when he turns 30 years old?**

Konje will King of Barato and marry Raisha when he turns 30 years old.

**Why do you think King Agaja had Raisha, Konje, and Dondo kidnapped?**

Possible answers:

- to be slaves that he can sell
- to make it easier to take over Barato and give him more slaves to sell
- since Konje and Raisha are royalty, maybe King Agaja would get a better price

**What is life like for a slave on the ship *God's Adventure*?**

Life for a slave on the *God's Adventure* was harsh because they were beaten, chained, and they were put on a deck that was so low that they had to lie on his/her back. They were fed bad meat and mush, and there was a lot of disease on the boat that killed slaves.

**Where does Len Sorensen tell Raisha she is going, and what advice does he give her?**

Len Sorensen tells Raisha that she is going to St. John, an island owned by the Dutch, and he advises her to show her white teeth, smile a lot, and don't say anything unless asked by the planter. If Raisha does these things she might be put to work in the household where she'll live longer than a year.

**What two crops did Master van Prok grow on the plantation?**

Master van Prok grows sugar cane and cotton on the plantation. These are labor intensive crops, thus the need for slaves.

**How is the weather in St. John different from Africa?**

The weather in St. John is different in that right now there is a drought and the weather is hot, although there is a cool breeze off of the ocean at night.

**Where do Konje, Raisha and Dondo work on the plantation and what are their jobs?**

Raisha is a body servant for Jenna van Prok and she works in the distillery, takes weevils out of Jenna's bread, and most of the time she spends fanning Jenna with a palm leaf. Dondo works in the household also and trims the van Proks' hair, fans Master van Prok, and brushes off Master van Prok after he uses the toilet. Konje works in the fields and he also fetches water.

**What happened to the bomba after he ran away? Why do you think he liked white people and hated the slaves after he ran away?**

Instead of having his leg cut off, as was the law, the bomba had his leg bones broken with a hammer. His leg bones were set all wrong and he no longer could move as easily as he did before he ran away. Perhaps the bomba liked the whites afterwards because his spirit was broken and he knew that he had lost the ability to fight back or escape. The bomba hated the blacks because he was jealous of them because they still fought back against the whites and wanted their freedom.

**Why were people excited that the Spanish ship arrived?**

People were excited because they would have water to drink, the van Proks would have water to bathe in, and most importantly the slaves and the whites could plant a vegetable garden that could be used to fatten the sheep. The van Prok could now have fresh meat instead of the salt pork from Holland.

**How did Konje become the most important slave on Hawks Nest plantation?**

Konje became the most important slave on Hawks Nest plantation because he could carry a full tub of water on his head without spilling a drop. Normally the strongest slave could only carry a tub that was 2/3 full. Konje would carry the water all day.

**Why don't the planters go after the runaway slaves at Mary Point?**

The planters don't go after the slaves at Mary Point because it would take ten times the men the planters could muster to get through to Mary Point. The runaway slaves would never stand and fight, they would slink away and never get caught. Master van Prok states that if the slaves do get caught, they will kill themselves because the slaves believe that to die by one's own hand means that his spirit returns to Africa and lives once more in the body of a nobleman.

**What do the runaway slaves plan to do?**

The slaves are planning a revolt against all of the white plantations on St. John, and they were getting ready by storing guns, knives and food. This plan would take a few months to complete, so the revolt may happen in November.

**What do you think will happen next?**

- Raisha and Dondo will join the revolt.
- Konje will get caught.

My Name Is Not Angelica Chapters 11-15

**What were the new laws that Governor Gardelin wrote for the slaves to stop them from following Apollo (Dondo)?**

**What did Master van Prok and the other planters think of the new laws?**

**What is an “accustomed” slave?**

**What does Angelica tell Master van Prok will end the slaves running away and the possible slave revolt?**

**Why do you think Isaak Gronnewold loved all the slaves, including Nero, the bomba?**

**What is Isaak Gronnewold going to do in chapter 14?**

**What is the custom for how a slave looked at a white person, and what happens if a slave violates that custom?**

**What do you think will happen next? Why?**



My Name Is Not Angelica Chapters 16-20

**What is Governor Gardelin going to do to the runaway slave that belongs to Erik Van Slyke?**

**Why did Apollo (Dondo) risk his life to free this runaway slave from the black cave?**

**How does Governor Gardelin decide to punish Apollo (Dondo)?**

**Why do you think Apollo (Dondo) did not respond to Governor Gardelin or yell out in pain when he was tortured?**

**What is Angelica's worry, and how does she overcome this worry?**

**Why does the old woman tell Angelica not to go to Mary Point?**

**Describe what life is like at Konje's runaway slave camp at Mary Point.**

**What do you think will happen next? Why do you think this?**

My Name Is Not Angelica Chapters 21-end

**What does Nero tell Konje has happened between loyal and runaway slaves after the revolt at Duurloo's?**

**What happens at the end of chapter 21?**

**What does Preacher Gronnewold do for Raisha (Angelica) when he gets to Mary Point?**

**What advice does Nero give Konje at the end of Chapter 22?**

**What important news does Raisha (Angelica) tell Konje?**

**What happens to Preacher Gronnewold, Konje, and Nero? Were you surprised at the ending? Why or why not?**

Note: The following comprehension questions (with sample answers) can be used for Go Free or Die if you decide to not use a literature circle approach in which the students generate the comprehension questions.

Go Free or Die      Week 1 of 2    Chapters 1& 2

**What was the first traumatic experience for Harriet?**

She was sent away from her family at age 6. She was rented to a neighboring household to help with making cloth.

**What was Harriet's second placement like?**

She had to clean house all day and keep the baby quiet all night. She was whipped if the baby cried or her cleaning wasn't good enough.

**What was Harriet's next job?**

She was sent to the fields to work with the other adult slaves- hoeing, plowing, and weeding.

**What event happened to change things for Harriet?**

Nat Turner's slave rebellion made slave owners very nervous. They began to restrict slaves from meeting in groups or even singing songs about freedom. Harriet then began to hear rumors of some slaves disappearing- going North on underground road. Harriet then disobeyed the overseer, and she was knocked unconscious. She had become a dangerous slave, and her owner tried to sell her.

**How did Daddy Ben help Harriet?**

As soon as he discovered she was determined to be free, he began to teach her survival skills for when she escaped. She began to plan her escape at age 14.

**Was Harriet “sold south” like most dangerous slaves?**

No, Harriet wasn't “sold south” because she was such a hard worker. In fact, she was even able to earn some money working for other farmers. She married a free black man named John Tubman.

**Why didn't Harriet try to escape?**

Her concussion caused her to have spells (epileptic seizures?) where she would suddenly fall down asleep.

**What changed everything for Harriet?**

One day Harriet met a Quaker woman. She was looking for Harriet. She wanted to help Harriet escape because she had heard Harriet was to be “sold south” soon.

**What did the Quaker lady explain to Harriet?**

She explained that the Quakers helped slaves escape North by the Underground Railroad. This was a group of people who were called conductors. They conducted slaves secretly from station to station until the slaves were north far enough to be free and safe.

**How did Harriet hope to outsmart her pursuers?**

She tried to walk through water wherever possible so the dogs couldn't follow her scent.

**How did the conductors help Harriet?**

They fed her, clothed her, gave her places to sleep, hid her, disguised her, and gave her rides along the way.

**How did Harriet make good her promise to herself and her family?**

She returned many times to the south, risking her newly found freedom to guide slaves along the Underground Railroad. People began to call her Moses because she led so many slaves to freedom. She even helped her old parents to Canada.

**Why did the Underground Railroad have to extend to Canada?**

In 1850 a law was passed saying that all fugitive slaves could be caught and returned to their masters. This was not true in Canada, so eventually Canada was the only truly safe place for fugitive slaves.

Note: The following comprehension questions (with sample answers) and activities can be used for The Black Bonnet if you decide to not use a literature circle approach in which the students generate the comprehension questions.

The Black Bonnet    Week 1 of 6    Chapters 1-4

**What is the setting of this book?**

Setting= where and when

This story takes place in Burlington, VT in the 1850s. The story begins in March.

**Where had the girls found shelter, rest and food on their way from Middlebury to Burlington?**

The girls spent several days and nights at Rokeby in Ferrisburgh. Rokeby (now a museum) was the home of the Robinson family. They had to leave because a southerner was nearby searching for a fugitive. They might decide to search Rokeby.

**Describe the two girls.**

Bea is the older sister. She is 16 and seems to be sick. She has dark skin and her features are like her father's. Charity is the younger sister. Her skin is so light that she can pass for white. She calls this her "secret weapon."

**Why was Charity treated differently by adults than Bea was?**

Charity's mother was Annie (a black slave) and her father was the master (a white man). That is why Charity's skin was so light. The mistress hated Annie for having a child by her husband. Bea's father was also not very nice to Charity. Eventually, Annie was sold to another plantation.

**Explain the Fugitive Slave Law.**

A law was passed saying that fugitive slaves should be captured even in non-slavery states and returned to their masters. This meant that fugitive slaves had to make it to Canada to be truly free, and that any slave could be turned in by any slaver.

**Why is Charity able to joke about slavery but Bea sternly says it's not a joking matter?**

Charity was household slave. She was a personal slave for the master's daughter. In fact, they were half sisters. Although Charity was often punished, she was able to learn to read and write while attending Bethy's lessons. Charity didn't witness the cruelties for the outside workers. Bea, on the other hand, was a field worker and witnesses all the cruelties.

**Where are the girls staying to rest up?**

The girls are in the attic of the Bigelow house. There is another old black lady in the attic with beds for more. There are male fugitives in the cellar.

**How did George come to be in Burlington?**

Moses – Harriet Tubman had brought George through the Underground Railroad to Burlington. She had been so successful helping slaves escape that there was a reward of \$40,000 for her capture.

**What innocent thing did Charity do which jeopardized their situation?**

She wanted to read the books Sissy had brought her so she pulled back the curtain at the window and looked out. Sunday grabbed her away but by then the mailman had seen them. He told Mrs. Bigelow that he had seen a Negro woman.

**What surprising thing did Sissy have for Charity?**

Sissy showed up with a bonnet for Charity to wear instead of her kerchief. Sissy said that with her light skin, the bonnet and new clothes, Charity would look like one of her friends. She wanted to show Charity around Burlington.

**What was the mailman's point of view regarding slavery?**

He wanted the town to think he was in favor of returning slaves to their masters. But when he could have steered a slaver to the Bigelow house, he said he'd just been there and there were no blacks. He sent them off on a wild goose chase and disabled their buggy.

**Predict what you think is going to happen.**

Prediction backed up with reasons and details.

**Explain this metaphor from page 53: “It was a gigantic iron dinosaur with steam spouting from its open neck.”**

The train is being compared to a dinosaur. Both are huge and the train is “spouting.” Also the train is being given the ability to spout. Usually only living things spout. I would have compared the train to a belching dragon because both belch smoke / steam / fire.

**Find the simile on p. 54 and explain that.**

On page fifty-four the train is compared to a caterpillar (using the word “like”). Both begin crawling slowly, and then the train picks up speed.

**Who did the girls see at the Lake House Hotel?**

First they ran into Nate. Charity was amazed to meet this black man who had a family and was free and safe in Vermont. Then they saw Mr. Hendrick, the slaver who was after Bea and Charity.

**What was Nate and Tess’s situation?**

Tess was born in Winooski of parents who had been given their freedom in Pennsylvania. Nate, on the other hand, was a fugitive. Mr. Bigelow had gotten him a job and was watching out for him. Nate could be recaptured.

**On page 73 Charity says, “...keeping black people ignorant was a stronger weapon than any of the white man’s guns.” Explain this.**

Keeping blacks ignorant, down trodden, thinking things were best for them as is was the best way to continue slavery and avoid war. If black people were brain washed to be happy with their life slavery, the Northerners would lose their cause. Blacks tended to act ignorant and complacent to keep their masters happy when inside they were ready to rebel.

**Why did Franklin say he guessed he knew who Charity's father was?**

Franklin realized that if Charity was Bea's sister she would have to be a half sister because Charity looked so white and Bea looked so black. In that case, Bea and Charity had the same black mother but Charity's father was the master who forced himself on their mother. This was common practice.

**What surprising thing did Franklin want?**

Franklin wanted to go to Africa. Mr. Bigelow knew someone who was involved with sending fugitive blacks to Liberia – a state in Africa established for black freedom. He wasn't interested in Canada. Mr. Bigelow said he would try.

**Explain Jim Raskin's new horse.**

When Jim set the sheriff and slaver on a wild goose chase for Sunday, he mentioned to Mrs. Bigelow that he really could use a new horse. Mrs. Bigelow called him a black mailing devil. Then, lo and behold, he shows up riding their mare, Daisy, to church.

**Why was Charity so bored by the church service?**

Charity was used to the black church services where people swayed and clapped with the music. Also, during the sermon, if the preacher said something with which they agreed, they would say or shout "Amen!" or "Hallelujah!" Charity thought the whole congregation was bored because no one participated.

**What happened after their picnic on the lake?**

After the sugar-on-snow party, they headed out onto the ice. Mean Willy Peck showed up- he was overly interested in Charity. Sissy got angry and pushed him down. Willy got very angry and chased Sissy who had Lida on her shoulders. Sissy fell through a hole dropping Lida onto the ice. Charity rescued Sissy by throwing her the bonnet and pulling her out with the help of a man pulling on Charity's ankles.

**Independent Comprehension Activities (for Chapters 14-16)**

**Choose either A or B.**

- A. Pretend you are a fugitive slave. Make a journal of your escape to Vermont (or Canada). Write three journal entries for three days of your escape. Include information you have learned about slavery and the Underground Railroad (at least five items). Include maps, details or illustrations.
- B. Draw a map of a fugitive's escape to Vermont or Canada. Include explanations and scenes of importance along the way. Each of these must have explanations that show information that you have learned in the unit thus far. You must have a minimum of 5 of these with information. Include other information to help other slaves escape using your map.

**What foolish thing did Charity do?**

After rescuing Sissy, Charity ran into Willy as she paused to get out of the rain. He was angry because he knew she didn't speak only French. She got angry with him, and she told him she was a fugitive. He lunged at her and slapped her. She defended herself with the hatpin.

**What news did Reverend Young bring?**

Reverend Young came to thank Charity for saving Sissy and to invite her to stay with them. Bea didn't want to leave. Reverend Young also said that someone attacked Willy Peck with a hatpin, but he couldn't talk yet. Nate escaped to Canada because his master was in town.

**What risky thing did Charity now do?**

Charity put on the bonnet and went to Cecilia's school to get Sissy in order to tell her about Nate fleeing and Tess and Lida getting ready to follow him. For some reason, the teacher wanted Charity to prove she had had schooling. Charity spouted off state mottos in Latin, and that act convinced the teacher.

**Predict what you think will happen next. Make sure that your prediction is supported with reasons and details.**



**What happened on the way back to school?**

Suddenly, Mr. Hendrick, the slaver, was outside Peck's Store. Willy had written about what had happened. Sissy was quick thinking. She kicked Willy's shin, kneed him in the groin and then yelled for him to take his hands off her. Charity quietly moved away.

**Who were the new arrivals?**

The new arrivals were a large black man and a small light skinned man. The light skinned man was all bundled up as if he was sick and injured. They were disguised as an injured white man and his black servant. They had traveled successfully and openly all the way from South Carolina. The light skinned man was a woman! They were husband and wife.

**Why did Charity finally leave Bea?**

In some ways, Charity had more in common with Ellen than with Bea. Ellen was also light skinned and understood Charity's feeling of being between two worlds. Bea was in love with Franklin and eager to go to Africa. Charity wanted a life in America like Tess's. William and Ellen were happy to make a home for George and Charity. They would be like a family. Franklin and Charity didn't like each other.

**What did Charity choose for a last name?**

She chose Bonnet!

**Did the story end the way you thought it would? Why or why not? Support your answer with reasons and use details from the book.**

Note: The following comprehension questions (with sample answers) can be used for To Be A Slave if you decide to not use a literature circle approach in which the students generate the comprehension questions.

To Be A Slave          Notes & Prologue

**What was one of the problems all editors who dealt with slave narratives had?**

Black oral language of that time had its own pronunciation and grammar, and it was difficult for others to understand.

**About when did the slave trade begin?**

Slave trade began at the beginning of the 17<sup>th</sup> century.

**Why were Africans preferable as slaves?**

The supply of Africans was “inexhaustible”. They stood out among whites, and therefore they could not easily escape. They weren’t as susceptible to disease as Native Americans.

**What does the author feel is the greatest cruelty of the American slavery system?**

The greatest cruelty of the American slavery system is that the African culture of these enslaved people was destroyed.

**Describe some of the different relationships slaves had with whites as told in chapter 1.**

Some slaves were cruelly treated, while some were raised as equals, and others were always treated as children. There were all different levels of existence for American black slaves.

**Why were slaves sold?**

Slaves were sold for the following reasons: 1.) the slave owner needed to get out of debt, 2.) the slave was unmanageable, 3.) selling slaves was a way to make money, 4.) slave breeding was a business.

**What event caused a lot of slaves to be sold?**

The election of Abraham Lincoln caused many slave owners to decide to sell their slaves because they probably knew that the slaves would probably end up being freed.

**What is a “slave coffle”?**

A “slave coffle” is a group of slaves chained together with a slave trader on their way to be sold.

**During the time of slavery did most people in the South own slaves? Explain.**

The economy of the South relied upon slavery, but only 25% of the whites owned slaves, and most of those owned only about 20 slaves. A very few plantations were really wealthy with around 100 slaves.

**What made cotton an unusually labor-intensive crop?**

Cotton has to be dealt with in some fashion from March-August. It isn't just planted, weeded and harvested. Cotton is planted, hoed until harvesting, and then harvested.

**What was the very subtle, yet perhaps more devastating, way that blacks were enslaved?**

The slaves were brainwashed so as to replace their own mind with that of the master. Thus, they would enslave themselves by losing their independent thinking. Slaves bore the name of their master as another way to destroy their own identity. They also took away religion and replaced it with a mockery that said God wanted the blacks to be good slaves or God would punish them.

**What was one of the ways slaves found to resist the dehumanizing effects of slavery?**

The slaves found peace, courage, and abiding faith through religion: its rituals, stories and songs.

**What is an “Uncle Tom”? From where did the expression come?**

“Uncle Toms” were slaves-often house servants-who tried to please their white masters.

**What was one of the tricks the slaves used to do as little work as possible in order to survive?**

The slaves would act dumb and ignorant so that the masters would think them incapable of doing more or better work.

**What did many of the slaves do to get back at their masters and overseers?**

Many slaves would be purposefully clumsy and careless, causing damage and loss- a form of sabotage.

**What is a “paddyroller”?**

A “paddyroller” was a white man hired to patrol the roads and woods around a plantation to keep the slaves from meeting anywhere for any purpose. The whites thought every meeting was the start of a revolution, or that the slaves wouldn’t work as well if they tired themselves out by singing and “carrying on”.

**Some slaves managed to resist slavery; how did they do it?**

Some slaves raised a rebellion of slaves such as Nat Turner did. Others managed to runaway to freedom, and some managed merely to runaway and hide.

**Were all slaves free after the Emancipation Proclamation in 1863? Explain.**

No, actually Jefferson Davis, President of the Confederacy, proclaimed all blacks were to be considered slaves; even those in the North. He had no respect for the Emancipation Proclamation. However, the slaves freed themselves, and the Southern economy fell apart.

**Which of the documented slave reactions to freedom did you like the most and why?**

**Explain this statement in chapter 7: “Freedom turned into another kind of slavery...”**

When slaves were given their freedom, they had no way to live. They had almost no possessions, no home, no education, and often, no trade. This resulted in the freed slaves becoming “share croppers”.

**Research and write a small report on the Ku Klux Klan.**

**What was the “new” form of slavery called? Explain.**

The “new” form of slavery was called segregation. For years, and even today, blacks and whites are treated differently. In those days there were separate bathrooms, seats on the bus, water fountains, etc.