

Lesson Plan Template

Grade Level: 9th-10th

Subject Area: African American Studies, Critical Thinking

Area of Focus: Freedom, Nelson Hackett, Slavery

Plan Goals:

Students will be able to...

Evaluate the credibility and reliability of primary and secondary sources and will have practiced constructing a historical argument using historical evidence.

KNOW	UNDERSTAND	DO
<p>Vocabulary:</p> <ul style="list-style-type: none">• Freedom• Enslaved• Enslaver• Emancipation• Agency• Fugitive• Narrative• Abolitionist• Resistance• Harriet Tubman• Ona Judge• Frederick Douglass• Underground Railroad <p>Essential Questions:</p> <p>What does it mean to be free? Is freedom a gift or human right?</p> <p>How can the language we use affect our perceptions of the past?</p> <p>How are sources flawed? Where else might we look for information?</p>	<p>Standards:</p> <p>This lesson will be included in a unit of study that examines The Age of Revolutions (1750-1900). It will follow the same standards.</p> <ul style="list-style-type: none">• Define resistance and examine contemporary examples of justice movements and analyze their value in developing a local and global community of peace, equality, and sustainability.• Analyze primary and secondary sources that illustrate resistance in the present and in the age of revolutions.• Evaluate the way in which absence of reliable sources in the historical archive creates historical silences and poses challenges for historians.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Analyze primary and secondary sources• Identify and acknowledge historical silences• Construct a historical narrative using primary and secondary sources that details resistance through the lens of the experience of freedom seeker Nelson Hackett.

<p style="text-align: center;">Materials</p>	<ul style="list-style-type: none"> • Slides • Newsela Articles • Quizlet Set • Secondary Sources <ul style="list-style-type: none"> ○ NPS: Underground Railroad ○ Nelson Hackett Project ○ “Nelson Hackett,” CALS <i>Encyclopedia of Arkansas</i>, http://encyclopediaofarkansas.net/entries/nelson-hackett-4910/ ○ ArcGIS UGRR Map • Underground Railroad Junior Ranger Activity Book • Hard copies of the map from page 2 of the Underground Railroad Junior Ranger Activity Book • Freedom Seeker Organizer • Nelson Hackett Primary Sources • Large Sheet of Butcher Paper or Poster Board • Materials for final project will vary depending on student’s choice of project.
<p style="text-align: center;">Procedures</p>	<p style="text-align: center;">Provided in the slide shows for students found here</p>

Methods

Slides

Day 1: What is Freedom?

1. Hook – Show students maps and discuss:

- How did the physical landscape affect migration and economic development in the US South?
- What geographic patterns do you notice in the maps presented?
- Suggest possible reasons for these geographic patterns.
- How did migration patterns and economic development affect the cultural landscape of the US South?

2. Warm Up: Quick Write and Think, Pair Share: What is Freedom?

3. Review: What does Freedom mean in the context of:

- Revolutions
- Enlightenment ideas
- Governance: Power vs. Liberty
- Transatlantic Slave Trade
- The Age of Emancipation

4. Discuss:

- What does freedom mean to enslaved people in the Age of Revolutions?
- To what extent does the agency of enslaved people influence the world wide abolition movement?

Day 2: What is Resistance?

1. Warm Up: [Quizlet](#) Vocabulary Game

2. Have students choose an article from this [text set](#). Students may read or listen in Spanish or English with a partner or alone.

3. Newsela Quiz - alone or with a partner.

4. Discussion

- Articles: What do your articles suggest about resistance?

- What does The Haitian Revolution, Revolts (Tacky Revolt), and Fugitivity suggest about resistance?
- What do you know about:
 - 1. [The Underground Railroad](#)?
 - 2. Stories: Harriet Tubman, Frederick Douglass, Ona Judge, Nelson Hackett?

5. Based on students' responses, review maps and stories from slides 18-21.

6. Choose one primary source and as a class practice analysis using the SOAPS method

7. Exit Ticket: Primary source summary and statement of impact (slide 22)

Day 3-4: How will you investigate?

1. Day 3 Warm Up: Quick Write and Think, Pair, Share.
 - What is the difference between “slave” and “freedom seeker?”
 - How can the language we use affect our perceptions of the past?

2. Discussion: The Underground Railroad

3. Group Assignment (slide 25)

4. Allow students to work in groups to complete assignment

5. Day 4 Warm Up: [Quizlet](#)

6. Day 4 Exit Ticket (Slide 26)

Day 5: The Problem – The Case of Nelson Hackett

1. Print primary sources and assign each group one primary source to analyze.

2. Have students complete a storyboard using their primary source.

- *Organizing the evidence*

	<ul style="list-style-type: none"> • Divide sources between groups and have each group discuss and complete the organizer. Share with class and compare accounts. • Class Discussion: How are the sources flawed? What is missing? What questions need to be answered? Where else might we look for information? <p>3. Share the Nelson Hackett Project with students using the website.</p> <p>4. Have students review secondary sources</p> <p>Days 6 - 8: Assessment: What is Nelson Hackett’s Story?</p> <p>1. Allow Students to work on product to communicate the story of Nelson Hackett (slide 30)</p> <p>Day 9 - 10: Exhibit</p> <p>1. Have students share their stories with class</p>
<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • Students will construct a narrative using primary and secondary sources. • Students will then create a product to accompany the narrative that will assist others in understanding the message. • Students will be evaluated based on their understanding and ability to communicate objectives in a clear manner.
<p style="text-align: center;">Reflection</p>	<p>After implementation, please send in an assessment for inclusion on the website addressing what worked, what did not, and what adjustments you might suggest for the next time. Please include any assessment data.</p>