

**Lesson Plan Template – (Betz)**

American Freedom Seekers: Ona Judge and Nelson Hackett and Their Flights from Slavery  
Grade Level: 8<sup>th</sup>

Subject Area: African American History, Critical Reading  
Area of Focus: Freedom, Ona Judge, Nelson Hackett

**Plan Goals:**

Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens.

<b>KNOW</b>	<b>UNDERSTAND</b>	<b>DO</b>
<p>Vocabulary/Concepts:</p> <ul style="list-style-type: none"><li>• Alexis de Tocqueville</li><li>• Living and Working Conditions for Slaves</li><li>• Abolition Movement<ul style="list-style-type: none"><li>○ Gradual Emancipation</li><li>○ Immediatists</li><li>○ William Garrison</li><li>○ Frederick Douglass</li><li>○ Harriet Tubman</li><li>○ The Underground Railroad</li></ul></li><li>• Agency</li><li>• Resistance<ul style="list-style-type: none"><li>○ Passive<ul style="list-style-type: none"><li>▪ Breaking Tools</li><li>▪ Working Slow</li></ul></li><li>○ Active<ul style="list-style-type: none"><li>▪ Culture</li><li>▪ Rebelling</li><li>▪ Running Away</li></ul></li></ul></li></ul>	<p>Standards:</p> <ul style="list-style-type: none"><li>• <b>Era 4.1.8.2:</b> Analyze the development of regional tensions prior to the Civil War using a variety of primary and secondary sources</li><li>• The living and working conditions of enslaved people</li><li>• The importance of the Abolition Movement, leading abolitionists, and the Underground Railroad.</li><li>• The concept of agency - of a person's ability to act and effect his or her own circumstances.</li><li>• Reasons for agency / resistance by enslaved people.</li><li>• Examples of resistance and rebellion by enslaved people.</li><li>• The escapes of Ona Judge and Nelson Hackett.</li></ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>• <b>Build</b> geographic knowledge / map skills.</li><li>• <b>Read and summarize</b> a variety of sources (primary and secondary sources; textbooks).</li><li>• <b>Evaluate</b> the purpose and reliability of primary and secondary sources.</li><li>• <b>Create</b> secondary sources by <b>analyzing, summarizing</b> and <b>building</b> upon primary and secondary sources.</li><li>• <b>Form and express</b> opinions about events and <b>support</b> with specific evidence.</li><li>• <b>Work collaboratively</b> with teammates.</li></ul>

Materials

- *America: History of Our Nation*, Davidson, James West, and Stoff, Michael B., Pearson, 2014.
- *Democracy in America*, by Alexis de Tocqueville, excerpts from [Chapter 18](#) about the treatment of African Americans in the America
- National Park Service - [The Underground Railroad](#)
- *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave Ona Judge*, by Erica Armstrong Dunbar, forward (p. xv- xvi), Chapter 8 (p. 99-115)
- Judge Primary Sources
  - [Advertisement](#), Philadelphia & Universal Daily Advertiser, May 24, 1796
  - [Letter](#), George Washington to Oliver Wolcott, Jr., September 1, 1796
  - [Article](#), "Washington's Runaway Slave", The Liberator August 22, 1845, p. 1.
- [Nelson Hackett's Journey](#), narrative of journey from the Nelson Hackett Project website
- [Hackett Primary sources](#)
  - "Adventures: Escape of a Slave," Peoria Register and North-Western Gazette, May 27, 1842.
  - Charles H. Stewart, "Case of Nelson Hackett," Anti-Slavery Reporter, September 21, 1842, p. 150.
  - Depositions of Alfred Wallace
    - September 7, 1841
    - September 28, 1841
  - Deposition of George G. Grigg
- [Outline map of United States](#)
- [6 Panel Cartoon Template](#)
- [Children's Storybook Template](#) (paper) -or- (online) [Canva Movie Poster Template](#)

Procedures

### **1. Introduce topic with Quickwrite (all classes)**

- Brainstorm a list of what you know about the causes and problems driving North and South apart by the mid-1800s - may also include learning from 7th grade Arkansas History and World Geography. Consider the people, events, ideas, laws, inventions, etc., that divided and caused problems between North and South by the mid-1800s.

### **2. New Learning:**

- Concept of agency - presented and explained with examples by teacher
  - Define / explain
  - Examples (Brainstorm and guided)
    - Personal life / present day examples
- Examples from enslaved people - ways that enslaved people resisted slavery
  - Passive
    - Breaking or Losing Tools
    - Not Understanding Directions
    - Working Slowly
  - Active
    - Culture
      - Foods
      - Language
      - Song/Dance
      - Religion
    - Rebellion
      - Turner's Rebellion
    - Seeking Freedom

### **Content Learning**

- Living and working conditions for enslaved people
- Reasons for agency / resistance by enslaved people
- Examples of resistance and rebellion by enslaved people
- Abolition Movement
- Underground Railroad

- Freedom Seekers - the Escapes of Ona Judge and Nelson Hackett (use of primary and secondary sources)
- Ona Judge
- Nelson Hackett

### **3. Working with / Extending New Learning**

- Map Assignment (all classes)
  - Use narrative to map:
    - Underground Railroad Routes
    - Ona Judge's Path to Freedom
    - Nelson Hackett's Journey
    - Add 1 sentence to summarize what happened at each location on Judge and Hackett's Journey.
- Primary and Secondary Document Analysis (all classes)
  - Ona Judge
  - Nelson Hackett

### **4. Summative Assessment**

- Individually or with a teammate (collaboratively), tell the story of a Freedom seeker - - - either Ona Judge or Nelson Hackett (student choice)
  - 6 Panel Cartoon (On-level classes)
    - Cartoon must tell the story of a Freedom Seeker
    - Each panel must summarize and illustrate a main idea / event from the Freedom Seeker's journey
  - Children's Storybook of 4-6 pages (PreAP / Honors classes)
    - Storybook must tell the story of a Freedom Seeker - - - either Ona Judge or Nelson Hackett (student choice)
    - Storybook must have a main character to narrate / tell the story
    - Storybook must have at least 6 pages with colorful illustrations to tell the story of the Freedom Seeker
    - Storybook must have a cover with an appropriate and attention-getting title and colorful illustration

OR (Alternate Assessment)

○ "Freedom Seekers" Movie Poster about either Ona Judge or Nelson Hackett

■ Poster must include title, tagline, large colorful image, and 6 specific facts about Judge or Hackett's escape and journey

Exit Pass (individual work by students - all classes)

- "How did Ona Judge's actions show her agency? What were some of the specific issues / concerns that Ona Judge had to consider before deciding to escape? Based on what you know of her life after her escape, do you feel that she made the right choice? Support your response with specific evidence (cite the sources / documents)."
- "How did Nelson Hackett's actions show his agency? Based on the documents, do you feel that Nelson Hackett should have been returned from Canada to Arkansas? Why or why not? Support your response with specific evidence (cite the sources / documents)."
- What positive character traits were demonstrated by Ona Judge and Nelson Hackett? How did they show these traits? How can these same character traits help you in your life?

Methods

Think / Pair / Share activities - with all classes

- Quickwrite to start lesson
- Brainstorming examples of agency for new content learning

Vocabulary building - through direct teaching

- Agency
- Enslaved Person v. Slave
- Freedom Seeker v. Fugitive or Runaway

Guided Note Taking on Graphic Organizers with all classes for new content from textbook

Reading of Excerpts of Primary and Secondary Sources about Ona Judge with all classes

- Dunbar's Never Caught
- Whole class / read aloud (On-level)
- Independent reading (PreAP/Honors)
  - Advertisement, Letter, Article
- Analyze for audience, purpose, point-of-view

Reading of Primary and Secondary Sources about Nelson Hackett with all classes

- Guided Analysis with On-level classes
- HIPP Analysis with PreAP / Honors classes
  - Guided
  - Independent
  - Guided comparison of documents

Collaborative work with a teammate for Map Assignment: Map route of Hackett's Journey with 1-2 sentence summary of each location along journey based on the narrative of Hackett's Journey on the project website

On-level classes: Collaborative work with a teammate for 6 Panel Cartoon about Ona Judge or Nelson Hackett (student choice)

PreAP/Honors classes: Collaborative work with a teammate for Children's Story about Ona Judge or Nelson Hackett (student choice)

Individual writing time for Exit Pass

<p>Assessment</p>	<p>Map of Nelson Hackett's Escape with 1 sentence summaries of each location on Hackett's route (all classes)</p> <p>Comparison of Hackett Escape sources</p> <ul style="list-style-type: none"><li>• 2 documents - guided for On-level classes</li><li>• 4 documents using HIPP for PreAP / Honors</li></ul> <p>6 Panel Cartoon / Storyboard (On-level classes)</p> <p>Children's story (PreAP / Honors classes)</p> <p>OR (Alternate Assessment)</p> <p>Movie Posters (Alternate Assessment - all classes)</p> <p>Summary Exit Pass (all classes)</p>
<p>Reflection</p>	<p>What parts of the lesson worked well?</p> <p>What parts didn't work well?</p> <p>Which activities engaged the students? Which didn't?</p> <p>How should the lesson be modified / adjusted to improve student learning?</p> <p>Based on assessments, (especially the Exit Pass), how well did students understand the concept of agency?</p> <p>Were students able to identify and explain specific examples of ways that Ona Judge, Nelson Hackett, and other enslaved people demonstrated their humanity and ability to affect their own circumstances through their actions?</p>