

Wilmington Massacre and Coup D'etat of 1898

NEH Summer Institute

Unit Plan

By Isabelle Jewell and Pauline Merritt

Overview: Students will be studying the events of the Wilmington Massacre and Coup d'etat of 1898, and the aftermath of those, through a rhetorical lens. Students will come into this unit with a familiarity of ethos, pathos, and logos. The unit consists of analyzing rhetoric that led to the massacre such as newspapers, speeches, and political propaganda. By the end of the unit, they will have an understanding of the events of 1898, the reasoning behind those events, and the lasting effects through to the 21st century.

<p>Standards Analysis Which of your content standards can be addressed with this unit?</p>	<p>Standard 1: RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>Standard 2: RI.11-12.7 - Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem</p> <p>Standard 3: W.11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Standard 4: W.11-12.5 - Conduct short as well as more sustained research projects to answer a question</p> <p>Standard 5: SL.11-12.4 - Present information, findings, and supporting evidence</p>
<p>Culminating Product How will your students show what they've learned?</p> <p>Ideas</p> <ul style="list-style-type: none"> • history lab • Socratic seminar • textbook entry • documentary • analytical essay • photo essay • offshoot research • artistic representation • political cartoon • creative writing 	<p>"How do we find out what is true?" "Does education always provide us with the truth?"</p> <p>Persuasive Essay and speech answering one of the following questions:</p> <p>"Should uneducated people have the right to vote?" "Should convicted felons have the right to vote?" "What was the conflict of the Civil War?" "Who was at fault for the massacre and coup?" "Should the remaining Civil War monuments come down? Why/why not?" "What propaganda do we have today? Is it good or bad?" "Did the Nazis look at our model of the Jim Crow South to gain ideas for displacement of the Jews?" "Should we make reparations for former slave</p>

<ul style="list-style-type: none"> choice board 	<p>descendants?”</p> <p>Did South African Apartheid use the Jim Crow South Model?</p>
<p>Product Assessment</p> <p>How will you assess student learning based on the Culminating Product?</p>	<p>Rubric:</p> <p>5 sources + works cited page</p> <p>MLA formatting</p> <p>Academic/On-level - 2 page requirement - 25% points off per half page</p> <p>Honors - 3 page requirement - 17% points off per half page</p>
<p>Texts</p> <p>How will students acquire knowledge?</p> <p>Ideas</p> <ul style="list-style-type: none"> <i>Crow</i> by Barbara Wright <i>Wilmington's Lie</i> by David Zucchino <i>Wilmington on Fire</i> documentary by Christopher Everett <i>When White Supremacists Overthrew a Government</i> by Ranjani Chakraborty via Vox Textbook excerpts Photos Rebecca Felton speech Alexander Manly Editorial Daily Record issues via Digital NC 	<p><i>Crow</i></p> <p>Different NC textbook entries</p> <p>Excerpts from <i>Wilmington's Lie</i></p> <p>Photos</p> <p>Felton, Waddell, Manly, etc. speeches</p> <p>White Declaration of Independence (can also make comparison to real declaration)</p> <p>Abraham Galloway</p> <p>Wilmington population by race chart - pg 18 Umfleet</p> <p>https://www.youtube.com/watch?v=XVw9UJHPet8</p>
<p>Classroom Activities</p> <p>How will students interact with the texts and each other to think critically and draw conclusions?</p> <p>Ideas</p> <ul style="list-style-type: none"> Observe, Question, Reflect (LOC) National Archives Resources Thinking Like a Historian structured discussion strategies written responses 	<p>History Labs - positioning students as historians</p> <p>Language Labs - Question: "What words are most appropriate to describe what happened?"</p>
<p>Student Considerations</p> <ul style="list-style-type: none"> "Hard" history and adverse reactions Making it relevant Multilingual students Learning differences 	<p>Hassan Jeffries' Ted Talk - Hard Histories</p> <p>Student survey</p> <p>Parent letter</p>

Vocabulary:

- Coup d'etat
- Propaganda
- Persuasive appeals
- Thesis

- Counterargument
- Hook
- White supremacy
- Reconstruction
- Monuments/memorials
- Confederate vs Union soldiers
- Denotation and connotation

Prior knowledge needed for students (to be taught before unit):

Knowledge of Declaration of Independence

Ethos, Pathos, and Logos

Connotation and Denotation

Final Assessment:

Persuasive/Argumentative Essay - Rubric

Primary sources are the raw materials of history – original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place. Considering the sources that have been provided, prepare an argumentative or persuasive essay choosing one of the prompts provided by your teacher.

“How do we find out what is true?”

“Does education always provide us with the truth?”

“Should uneducated people have the right to vote?”

“Should convicted felons have the right to vote?”

“What was the conflict of the Civil War?”

“Who was at fault for the massacre and coup?”

“Should the remaining Civil War monuments come down? Why/why not?”

“What propaganda do we have today? Is it good or bad?”

“Did the Nazis look at our model of the Jim Crow South to gain ideas for displacement of the Jews?”

“Should we make reparations for former slave descendants?”

Persuasive Essay - read to the class

- You will make your original copy of the essay in your Google drive as a Google doc??
- **DO NOT COPY AND PASTE FROM A SOURCE! I WANT THIS TO BE YOUR THOUGHTS AND YOUR WORDS. IF YOU COPY & PASTE, YOU WILL RECEIVE A ZERO FOR THIS ASSIGNMENT!**
- **FOLLOW THE RUBRIC BELOW!**

RUBRIC - ARGUMENTATIVE/Persuasive ESSAY

- 1) Two pages - 50 points (12.5 points per ½ page - I am not looking at anything less than ½ page)
- 2) Five sources - 20 points (four points each)
- 3) stats/facts from outside sources w/ quotation marks to indicate the words are not your own - 10 points
- 4) Quotation marks - 5 points
- 5) Title, formatting and other information - 5 points
- 6) Grammar - 5 points for each 10 errors
- 7) Persuasive appeals - 5 points (ethos, pathos, logos)
- 8) MLA format

Academic	5 points	5 Points	20 Points	30 Points	40 Points	50 Points
grammar						
2 Pages						
5 Sources						
Persuasive Appeals						
Quotation Marks						
MLA format						

Honors	5	5 Points	20 Points	30 Points	40 Points	50 Points
Grammar						
3 Pages						
5 Sources						
Stats/Facts						

Quotation Marks						
Title w/ other info.						

https://docs.google.com/presentation/d/197Wy9inmboO4NVS0_Eo6jVczwt7-YI7LOdbtLxVbKGw/edit?usp=sharing - Background Slideshow

Daily Lesson Plans:

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Student Survey • Discussion on “Hard Histories” and the questions in the survey • Dr. Hassan Jeffries Ted Talk • Bertha Todd statements on talking about these things
Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	<ul style="list-style-type: none"> • Discussion of an essential` question: “How do we find out what is true?” <ul style="list-style-type: none"> ○ Have students Think, Pair, Share - write their answers in journal so that we can go back and look at end of the unit.
Agenda	<ul style="list-style-type: none"> • KWL Chart: Wilmington 1898 • Notes on Vocabulary, Important people, and politics at the time (first few slides of 1898 slideshow) • Vox Video

Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Wilmington before 1898 slides • Black excellence in NC • Abraham Galloway lesson <ul style="list-style-type: none"> ◦ Video
Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Propaganda lesson • 1898 history lab <ul style="list-style-type: none"> ◦ Waddell speech ◦ Political cartoons

Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Comparison lesson of Manly's editorial vs Walton's speech • Finding ethos, pathos, and logos within them
Exit Ticket/ Homework	

Essential Question/ Learning Targets	<i>What does it mean to be a patriot?</i> I can identify tone in a text.
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Tone and persuasion lesson: • White Declaration tone vs tone of committee of colored men response • Similarities with the real declaration and idea of being Anti-American

Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Slides on the Coup and Massacre - what happened November 10th and 12th? • A Day of Blood • National History day video
Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Lasting impact • Comparison of textbook excerpts • Voting laws today
Exit Ticket/ Homework	

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Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Go over project assignment • Lesson on doing research and finding sources • Thesis statement review
Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	<ul style="list-style-type: none"> • Decide on topic and begin outline/thesis

Exit Ticket/ Homework	
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Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	Outline and thesis due at end of class
Exit Ticket/ Homework	

Essential Question/ Learning Targets	
Bellwork/Journal	
Agenda	Continued paper writing

Exit Ticket/ Homework	
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After giving the backstory (Important people and politics at the time) give students the textbook excerpts and have them put together what happened on November 10th.