

Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 1 Unit 3 Lesson 3.3	Title	Early & Late Political Periods (1840-1860)		
Contributors/Reviewers	CTECS SS Team	Revision Date	November 29, 2021	Duration	2 days

Standards	Learning Objectives	Inquiries
HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. National Curriculum Standards for Social Studies 3.2C.3 Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas] 4.4A.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]	Students will be able to: - Analyze primary sources representative of the social, political, economic, and cultural perspectives of African Americans of the time - Explain how Frederick Douglas fought for abolition - Examine the Harper's Ferry Raid by John Brown and his impact on American society	- When is resistance and/or revolution justified/glorified/condemned? - How effective were the actions of abolitionists and the slave rebellions of this period? - Are individual contributions or collective efforts more effective in actualizing social change?

Key Concepts and Terms	Performance Criteria
- Leadership Agent for Change: Frederick Douglass - American and Foreign Anti-Slavery Society American and Foreign Anti-Slavery Society - Compromise of 1850 & the Fugitive Slave Act of 1850 - Bleeding Kansas (1854-1861) - Dred Scott Decision (1857) - John Brown's Raid on Harpers Ferry (1859)	Frederick Douglass Speech Analysis Harpers Ferry Newspaper Graphic Organizer Journal Reflection #4

Description/Procedures (including time allotted)
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Pre-Teaching/Pre-Reading/Pre-Viewing Day 1: Read https://teachingamericanhistory.org/document/what-to-the-slave-is-the-fourth-of-july/ • https://www.history.com/topics/black-history/frederick-douglass ◦ Bio on Frederick Douglas Day 2: Watch: •  The Life and Times of John Brown Background on John Brown: • https://www.pbs.org/wgbh/americanexperience/features/brown-john-brown/	Materials/Resources https://www.history.com/topics/black-history/frederick-douglass Descendents of FD reading speech excerpts Frederick Douglass Activity Background on John Brown Bleeding Kansas clip (1854-61) Dred Scott clip (1857) Harpers Ferry clip (1859) Harpers Ferry Newspaper Documents Harpers Ferry Newspaper Article Graphic Organizer
Initiation/Hook/Activation of Prior Knowledge Day 1: Students review Unit 3 (especially if returning back from shop cycle) • Review the title: Black Literacy, Organization, and Literacy (1820-1865) ◦ 3.1: Overview of Slave Resistance, Slave Revolts, Role of Black Churches, Role of Abolitionists ◦ 3.2: Militancy - Nat Turner's Rebellion, La Amistad, Harriet Tubman ◦ 3.3: Frederick Douglass photo on board and discuss previous knowledge on the man Day 2: Students watch videos on examples of Fighting for Freedom: • Bleeding Kansas clip (1854-61) • Dred Scott clip (1857) • Harpers Ferry clip (1859) • Discuss the ramifications of every event as it nears 1861 Civil War	
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative) Day 1: • After reviewing prior knowledge on FD, begin Frederick Douglass Activity. ◦ As a class, go over his biography and make a list of significant life events. ◦ Part II is to analyze and annotate his speech and answer final reflection question: ■ How are pieces of this speech relevant to today's world? Day 2: • Introduce and discuss John Brown. ◦ Show image and origin from Torrington, CT. ◦ Review Harper's Ferry event from video clip • Have students complete the Newspaper Article Graphic Organizer & documents • Finally reflection question in journal entry: Was John Brown a hero or terrorist? Explain.	
Closing/Evidence of Learning Day 1: Frederick Douglass Activity	

- Summarizing bio, annotating/analyzing his speech, reflection response Day 2: Harper's Ferry Articles Graphic Organizer - Journal Entry #4: Was John Brown a hero or terrorist? Explain		
Home Links	Extensions	Interdisciplinary Connections
Share reflections regarding "What to the Slave is the Fourth of July?"	Research female historical figure of this period and organize speaking engagement	Arts - Create art mural of past and present individuals who advocate for freedom and justice for Blacks U.S. History – Political Parties: Liberty, Free Soil, Know Nothing, or Republican How the 19th-Century Know Nothing Party Reshaped American Politics