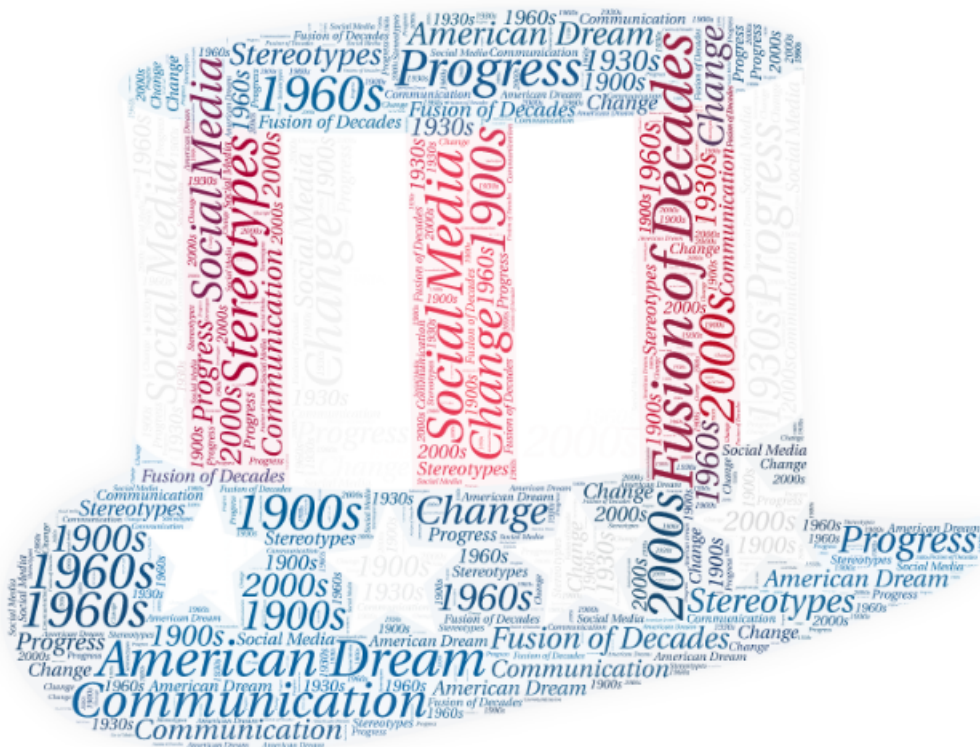


1900's

1930's

# *Fusion of Decades: Progress Creates Change!!*



*American History Unit*

*8<sup>th</sup> Grade Social Studies*

*Jennifer Rash*

*August 2017*

1960's

2000's

## Rationale:

Over the past 20 years, I have had the privilege of being a Secondary Social Studies Teacher and have seen the discipline evolve in many ways. I have loved History since I was a little girl for so many reasons. It gives people a glimpse into their own personal history by revealing what it was like for their family of the past to experience certain conditions, events and changes. History attempts to answer the “whys” of life that so often we have as we travel through our own experiences. But more importantly, History reveals the weaknesses of our societies and points us in the direction of change. If we do not learn to study our past, we are doomed to repeat our mistakes and contaminate our futures.

The “Fusion of Decades” unit was developed to take 8<sup>th</sup> grade students down the path of discovery, contemplation, empathy, reflection and prediction. I wanted students to look at some of the most important changes that have occurred in America over the past 100 years, focusing on the topics of stereotypes, communication and the American Dream. I wanted to pique the interest of students by attempting to have them “become” the people of the past and to experience their ideas, feelings and hardships first-hand through primary sources such as escaped slave advertisements and an audio interview of a former slave. Ultimately, I wanted to expose them to enough authentic and “first person” history to enable them to express their thoughts and emotions in a familiar format for teenagers today; social media. The conceptual thread that runs through my entire unit is how progress creates change. By studying each decade (1900s, 1930s, 1960s and 2000s) through the conceptual lens of “progress”, students are able to understand the positive and negative effects of change that it creates. They are not only able to “connect the dots” and gain a better understanding of why things are the way they are today, they also gain the ability to predict how current “progress” in their lives will have lasting effects on future generations.

The essential skill that I focused on in the development of this unit was learning to analyze primary and secondary sources. Students of History need to learn how to develop “a story” by simply looking at the facts of that period as they are presented. This can pose a problem for students at first, but through practice it can be a powerful tool for not only students of History, but any subject or situation that requires them to use deductive reasoning. In an age where people have difficulty deciphering between “real” news and “fake” news, it is more important now than ever to develop the skills needed to discern information.

All students of every ethnicity and background can benefit from participating in this unit because it not only represents various groups in America, it reveals to them how we are all connected by our experiences, pain and desires as Americans.

## Differentiation:

This unit was designed for gifted learners. The instructional models that were chosen are all research-based and effective instructional practices for AIG students that allow teachers to differentiate by content, process, product and environment. The models also allow teachers to incorporate varying levels of complexity, depth and challenge. The design of the performance task also included an opportunity for the students to be creative which is another component of differentiation. Even though all learners could benefit from aspects of the lessons in the unit, gifted learners in particular learn best from a “student-centered” approach as opposed to a “teacher-centered” approach. The unit relies heavily on the students’ ability to analyze, evaluate and generate ideas, navigate an array of questions that are at the top of Bloom’s while drawing important conclusions about that period in History.

## Differentiation by Content:

The content that this unit was developed around was definitely designed to target students with higher-order thinking abilities. I open my unit with the *Questioning Model* lesson that “pushes” students to learn how to analyze and evaluate primary sources in order to understand the “story” the sources are telling. I use runaway slave advertisements along with various primary sources from the period of 1850, with language and information that students may have to “google” to understand. These sources are common in high school classrooms, so for Middle School aged students, it is accelerated and advanced content. I provided the students with all the “information” they needed to answer a series of higher-order questions that I made to guide the discussion at each of the stations where the primary sources were found. By analyzing and evaluating the documents, students will “learn” new historical information and then apply that new information to answer the essential understanding, “how progress creates change.” I also incorporated the *VTS Model* twice within the unit simply because it is a fabulous tool to not only pique their interest in a historical picture, but it gives students the opportunity to really “think through” what they are seeing as well as to make “educated guesses” as to WHY they believe they are seeing what they are seeing and to also base those conclusion on the evidence from the picture. For AIG students, this type of “freedom” is necessary for them to demonstrate what they already know and to add to the general discussion. Under the same guise, I also used the *Socratic Seminar* and *Kohlberg Moral Development Models* to continue students down the path of critical thinking and transfer of information, in particular understanding the essential question. Both of these models require students to generate questions of their own on a much broader, authentic, “real-world” level. For example, I used the *Socratic Seminar* in lesson #3; students read an article about the life of Oney Judge, an escaped slave from Mount Vernon. I started the discussion with the basic question, “How has the lives of African-Americans progressed since 1943? Has that “change” been worth it?” From there, students began discussion deeper issues the article revealed like WHY would George Washington be so insensitive and HOW difficult it must have been to be the president and a

slave owner. They quickly talked about what THEY would do if they were Oney and Washington, so they were evaluating the content of the story and making judgments.

#### Differentiation by Process:

Differentiation by process is also a part of the “Fusion of Decades” unit because the unit is “student-centered” instead of “teacher-centered.” During the lessons, the students had to “investigate” and work as a team to uncover more of the historical story. For example, in lesson #3, I posted biographies of “hidden figures” around the room as well as “clues” about these women. The answers were not necessarily in the biographies, but through collaboration and deductive reasoning, the students discover who the women were and how they contributed to the “story” of African-American women. The unit also provides an opportunity for students to authenticate the learning by “becoming” the people of the past and evaluating how they would feel if they walked in their shoes. It was important for me to connect the “past” with the “present” as much as possible, so throughout the unit, there are opportunities for students to apply the information they discovered to their current lives. For example, students were given the opportunity to re-write Martin Luther King’s “I have a dream” speech. This was a collaborative effort by the entire class and once they had all added a sentence, we discussed WHY the idea they added was important enough to be included today. These types of activities not only encourage critical thinking, but they require students of History to use evidence to help them to draw conclusions and evaluate situations.

#### Differentiation by Product:

Differentiation by product was evident in the performance task that I created. The students worked in groups of their choice and were given the role of a Digital Marketing Coordinator for the Smithsonian Museums. Their task was to create a social media page that would generate interest in an exhibit coming to the American History Museum entitled, “Fusion of Decades: Progress Creates Change.” The social media page format was their choice, but it had to include 4 components (stereotypes, American Dream, communication, “next big thing” in America) that were taught in class. Students could take any aspect of those components they wanted to create a “post” on their page to give the public a glimpse as what the exhibit could include. For example, one group discussed race relations between African-American males and police officers for the stereotypes component. The point of the product was for students to interpret the overarching concept and essential question however they saw it as most important.

#### Differentiation by Learning Environment:

Differentiation by learning environment was evident in the unit because in various parts of the lessons, students were working in groups and I allowed them to choose those groupings. I

have found that gifted students want to be “trusted” and are typically more focused and likely to stay on task because they like to learn, especially when the instruction is meeting their academic needs. The Socratic Seminar and Kohlberg Moral Lessons also gave the students the opportunity to engage in rich discussion that provided them with the venue to share their ideas, concerns and beliefs. AIG students transfer information quickly and tend to make connections to a wide array of disciplines when given the opportunity. I also move the desks from the traditional “rows” to one huge circle to put everyone at the “same level” and encourage debate and discussion.

Population:

This unit was developed to meet the needs of typical AIG students, but in particular, students that need to be actively involved in their learning and are not “fans” of sitting and getting information which is the typical mode in most History classes, including AP and Honors. This unit was targeted to students that are not usually interested in History because they believe it is boring and not “about” them. The unit is also a great unit for an ethnically diverse group of students because uncovers much needed conversation about oppression in America, past and present. All students have felt peer pressure and for AIG students who can be “odd” to other students, bullying and moral dilemmas are common in the lives of these students. Lesson #4 delves into the “demons” of social media and allows them to think about the “bigger” implications it has on groups and society. Middle school is an age where it is easy to get “lost” and where life gets more “gray.” Having this age group of student to look and really process the “ugly” parts of society, past and present, arms them with the knowledge and tools to discern what to take to heart, and what to ignore.

Content Goals and Outcomes:

**Goal 1: To develop understanding of the laws that developed pre-Civil War and post-Civil War to oppress African-Americans even after they were freed from the institution of slavery.**

Students will be able to...

- *Students will know that former slaves were free after the Civil War but were still living like enslaved people.*
- *Student will know that former white slave owners feared their “way of life” was over and refused to give up control of their lives.*
- *Students will know the difference between “slave codes” and “black codes.”*
- *Students will learn that “progress” creates “change” that is not always positive.*

Process Goals and Outcomes:

**Goal 2: To develop the skills used to analyze primary and secondary sources and learn to interpret various historical perspectives.**

Students will be able to...

- *Use different sources of information (both primary and secondary) from multiple perspectives (e.g., race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand and interpret a particular event or issue.*
- *Analyze various primary source documents to draw accurate historical conclusions.*
- *Describe the past from the point of view of those who lived during the particular time period under study.*

Concept Goals and Outcomes:

**Goal 3: To understand how progress creates change.**

*Students will be able to...*

- *Identify various forms of progress from America’s past and present.*
- *Evaluate how progress has changed American society in both positive and negative aspects.*
- *Predict the direction that America is going socially, politically and economically and how*

*that change will impact future generations.*

### Assessments:

The “Fusion of Decades” unit provides a variety of formative and summative assessment opportunities throughout the unit. The performance task gives students the opportunity to demonstrate that they fully understand the essential understanding and it gives them the creative liberty to express themselves while demonstrating understanding.

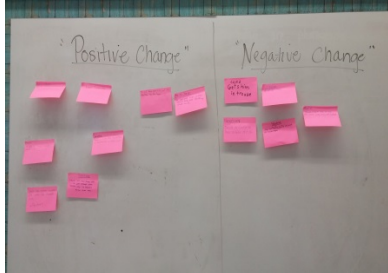
### Formative Assessments:

At the beginning of the unit, I provided each student with a notebook that would be a journal for them to record their thoughts and ideas as we marched through the unit. As I presented them new information, pictures, audios, primary/secondary sources, etc. I would consistently ask them to record what they were thinking. For example, I asked them to reflect in their journals about what seemed strange, what surprised you, what they like what they would change, etc. In lesson #1, I used a formative assessment to have them demonstrate that they were grasping the ideas in the primary and secondary sources. I asked them thought provoking questions that were open-ended and required the students to “think outside” the text. There were 5 stations that had 5 guiding questions to help to dissect the primary and secondary sources. At the end of the day, students had to respond in to the tweet, “*The more we change, the more we stay the same,*” from the perspective of someone they “met” in class that day as an exit ticket out the door. This gave me the opportunity to see if they truly understood the overarching ideas and essential question.

In lesson #2, students got in groups and drew what they believed the “American Dream” looks like without using words. Students then were assigned another group’s picture to annotate and analyze to create their interpretation of that group’s dream. They were then shown the picture “Lunch Atop a Skyscraper” and were asked to write in their journals their response to what they were seeing in the picture and at the end of class as an exit ticket, they are asked to prove they understood the various perspective of immigration by writing a caption to the picture. Also during this lesson, students did a gallery walk and observed images of people from different points in history. They were asked to record what they believed would be their American Dream on index cards.

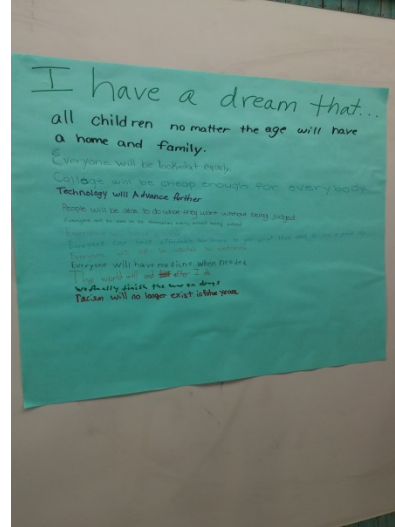
Lessons #3 and #4, I used the journals in the same fashion, as an ongoing formative assessment to record not only the topics of the class each day, but to record their personal experience with each of the decades that we discovered.

Formative Assessment Image #1



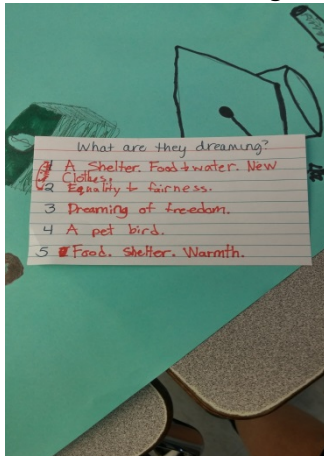
Lesson #4: David's Dilemma; students Respond to how social media changed His life both "positively" and "negatively"

Formative Assessment Image #2



Lesson #2: Students re-wrote MLK's "I have a Dream Speech" to fit today.

Formative Assess. Image #3



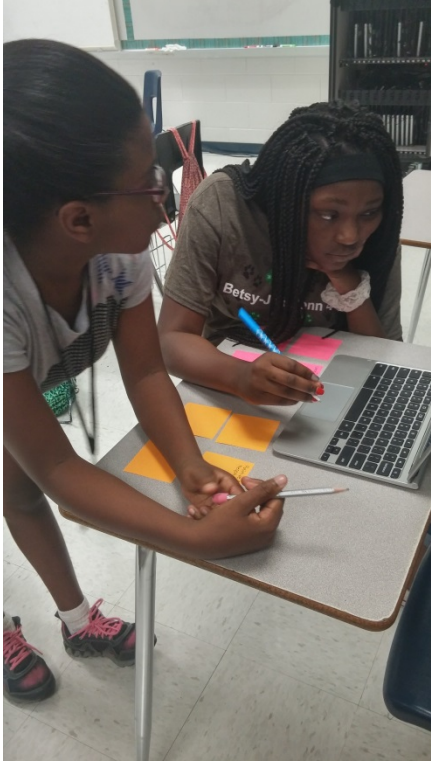
Lesson #2: Students analyzed pictures And recorded what they thought would Be the person in the picture's American Dream.



### Summative Assessment:

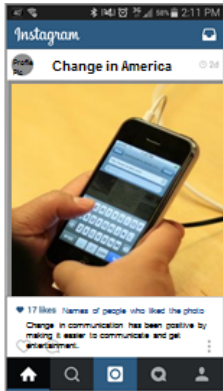
The performance task that I developed had students creating social media pages to generate interest for a new exhibit that is coming to the American History Museum: Fusion of Decades. The students were required to create 1 post for every component of progress that we discussed in class; stereotypes, communication and the American Dream. Students were also required to add a 4<sup>th</sup> component where they had to predict what they believed would be the next big progressive idea, invention or movement in America as well as the impact it will have on American society. In order for students to be able to complete the task, they must demonstrate that they understood how these “progresses” in the areas of American History we discussed in the unit changed how we live today, for the good and the bad. A rubric was developed to use as the tool to assess whether students accomplished the task and met the criteria. The rubric was also given to the students before they began their task so that expectations were clear. I also included a formative peer review into the performance task evaluation. Students were told to go around the room, look at the social media pages and critique their performance based on the rubric and expectations. They were instructed to write “positive” feedback on the pink post-it notes and “suggestions for improvement” on the orange notes.

Lesson #4: Student “informally” evaluating their peers performance tasks.



Summative Performance Task Example:





<b>TEACHER NAME</b>		<b>Lesson #</b>
Jennifer Rash		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Questioning Model	8th Grade Social Studies	8 <sup>th</sup>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Progress		Civil Rights Post-Civil War
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><b>8.H.1.3: Use primary and secondary sources to interpret various historical perspectives.</b>  <b>8.H.1.5: Analyze the relationship between historical context and decision-making.</b></p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Progress Creates Change		How does progress create change?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>Students will know that former slaves were free after the Civil War but were still living like enslaved people.</li> <li>Student will know that former white slave owners feared their “way of life” was over and refused to give up control of their lives.</li> <li>Students will know the difference between “slave codes” and “black codes.”</li> <li>Students will learn that “progress” creates “change” that is not always positive.</li> </ul>		<ul style="list-style-type: none"> <li>Compare and Contrast US slave codes pre-Civil War to southern black codes post-Civil War.</li> <li>Analyze runaway slave ads to determine the implications of escaped slaves for white slave owners.</li> <li>Evaluate the effects of these codes on the lives of slaves and “free” black citizens.</li> <li>Evaluate whether the change that evolves from progress is positive and negative.</li> </ul>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

**Pre-Lesson Questions:**

**During Lesson Questions:**

**Post Lesson Questions:**

- What is the best example of “progress” you can think of?
- Is “change” always a good thing? Why or why not?
- Is “progress” always a good thing? Why or why not?
- How would your life be different if you were born in 1900?
- How would you describe the “American Dream?”
- How have you seen stereotypes affect people’s lives?
- How has communication between people changed in the last decade?
- Who do you think the person is that is talking on the audio?
- What evidence tells you that is who she is?
- How would you describe her life at the time the audio was taped?
- How do you think you would feel? Why?
- How did she experience “progress” and “change?”
- How was that “progress” and “change” positive? Negative?

- What inferences can you make from the similarities and differences in the advertisements?
- How did “progress” create “change” in the lives of escaped slaves?
- How would you describe “freedom” for these slaves?
- Do you agree that these slaves “expressed the very highest respect for the law” according to Martin Luther King? Why?
- What is a present day example of how freedom isn’t always progress?
- How are the details of these two primary documents connected?
- What patterns do you notice about the slaves that escaped from the South?
- What conclusion can you draw based on the patterns you noticed?
- Based on what you have learned from the primary sources about 1850, how did legal “progress” create “change” in the lives of freed slaves in Boston as well as the lives of white slave owners?
- Why would Oney’s escape pose an issue for the President of the United States?
- Why do you think Oney wanted to escape?

- What were common themes/ideas in the stations?
- Which station do you feel was the most challenging? Why?
- Which station do you feel was the most interesting? Why?
- Based on what you have learned today, how would you define “progress?”
- How would you define “change.”
- For African-Americans in the United States, how has progress created change?

	<ul style="list-style-type: none"><li>• How did Oney “progress” in her lifetime?</li><li>• How did Oney’s “progresses” create change in her life?</li><li>• What choice would you have made if you were a slave and had the opportunity to run?</li><li>• How would you compare and contrast the life of an American slave to that of a Brazilian Slave?</li><li>• As a slave, which country would you have rather lived in? Why?</li><li>• Why would it be easier for slaves to be included into society after they were freed in one system more than the other?</li><li>• Which system do you think is more “progressive”? Why?</li><li>• How would you describe the life of a Freedman living in the South post-Civil War?</li><li>• How are the lives of newly freedmen the same as that of slaves?</li><li>• Can you assess the importance of why white citizens made such laws?</li><li>• Based on what you know, why would you explain why any Freedman would ever speak about slavery in a positive light?</li><li>• If you could ask a former slave one question, what would it be?</li><li>• How did “progress” and freedom to slaves create “change” in their lives?</li></ul>	
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
	Students will be asked to use higher order reasoning skills to analyze and evaluate primary source documents.		

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*



**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**Ice-breaker:** When students come into the classroom, they will be instructed to stand in a big circle in the center of the room to play an ice-breaker. After the students have gone around the circle and introduced themselves, the teacher will present a big ball with written questions all the way around. They will be instructed to throw the ball across the circle to random people and they are to answer the first question they see on the ball. The questions will be a combination of personality inventory style that will reflect their likes and dislikes as well as the following questions that are directed related to the essential understanding:

- What is the best example of "progress" you can think of?
- Is "change" always a good thing? Why or why not?
- Is "progress" always a good thing? Why or why not?
- How would your life be different if you were born in 1900?
- How would you describe the "American Dream?"
- How have you seen stereotypes affect people's lives?

After the "Ice-breaker", the instructor will play the [slave narrative](#) for students to listen. As they listen, students will be instructed to write down on a sheet of paper any examples of "progress" and "change" they hear in the audio. The teacher will play the 3 minute audio twice to give students a chance to catch anything they missed the first time. After they have recorded their responses, the teacher will ask the following questions:

- Who do you think the person is that is talking on the audio?
- What evidence tells you that is who she is?
- How would you describe her life at the time the audio was taped?
- How do you think you would feel? Why?
- How did she experience "progress" and "change?"
- How was that "progress" and "change" positive? Negative?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Now that students are thinking about the lives of slaves and former slaves, the teacher will break the students up into 5 groups of 4. Each group will be given 10 minutes at each station to analyze the primary sources provided. As the students rotate from one station to another, they will be asked to "climb" Blooms in respect to the type of questions and expectations. Each station will include one picture of escaped slave advertisements used pre-Civil War as a result of the Fugitive Slave Act as well as other primary source examples from the period. Students will answer the following questions in each station:

**Station #1:** Materials: Runaway Slave Advertisements for “Tom” and “Jane” and the Martin Luther King Jr Quote. The teacher will convert the dollar value from 1850 to present day on the primary sources to give students insight in the “value” of slaves for white slave owners in the 19<sup>th</sup> century.

- What inferences can you make from the similarities and differences in the advertisements?
- How did “progress” create “change” in the lives of escaped slaves?
- How would you describe “freedom” for these slaves?
- Do you agree that these slaves “expressed the very highest respect for the law” according to Martin Luther King? Why?
- Can you provide a present day example of how freedom isn’t always “progress”?

**Station #2:** Materials: Poster warning free slaves in Boston of slave catchers, primary document excerpt from the 1850 Census showing the number of escaped slaves from the southern states and a summary of the Fugitive Slave Act of 1850.

- How are the details of these two primary documents connected?
- What patterns do you notice about the slaves that escaped from the South?
- What conclusion can you draw based on the patterns you noticed?
- Based on what you have learned from the primary sources about 1850, how did legal “progress” create “change” in the lives of freed slaves in Boston as well as the lives of white slave owners?

**Station #3:** Materials: Article about Martha Washington’s runaway slave Oney Judge and the runaway slave advertisement that was used to try and get her back.

- Why would Oney’s escape pose an issue for the President of the United States?
- Why do you think Oney wanted to escape?
- How did Oney “progress” in her lifetime?
- How did Oney’s “progresses” create change in her life?
- What choice would you have made if you were a slave and had the opportunity to run?

**Station #4:** Materials: US Slave Codes vs. Brazil Slave Codes

- How would you compare and contrast the life of an American slave to that of a Brazilian Slave?
- As a slave, which country would you have rather lived in? Why?
- Why would it be easier for slaves to be included into society after they were freed in one system more than the other?
- Which system do you think is more “progressive”? Why?

**Station #5:** Materials: Black Codes used in the South Post-Civil War and excerpts from the Federal Writer’s Project of interviews of former slaves.

- How would you describe the life of a Freedman living in the South post-Civil War?
- How are the lives of newly freedmen the same as that of slaves?

- Can you assess the importance of why white citizens made such laws?
- Based on what you know, why would any Freedman ever speak about slavery in a positive light?
- If you could ask a former slave one question, what would it be?
- How did “progress” and freedom to slaves create “change” in their lives?

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will bring the students back together and they will be instructed to work with someone that was not in their group for 10 minutes to come up with two examples of how the lives of African-Americans has progressed and changed in a positive way and two examples of how the change has been negative. Students will write down their ideas on post-it notes and bring to the front and place under “Positive” and “Negative.”

The teacher will go read aloud all of the examples and include some additional ones that the students may have missed. The class will discuss all of the ideas and the teacher will give the students the opportunity to defend their ideas and allow them to discuss and make further connections to present day.

After the student have defended their examples, students will be asked the following questions:

- What were common themes/ideas in the stations?
- Which station do you feel was the most challenging? Why?
- Which station do you feel was the most interesting? Why?

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

To close, the teacher will lead a discussion around the following questions:

- Based on what you have learned today, how would you define “progress?”
- How would you define change?”
- For African-Americans in the United States, how has progress created change?

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

(The teacher will provide each pair with a piece of chart paper with the prompt written at the top where they are to write their post)

In pairs, students are to respond to the following Facebook or Twitter post that was written concerning stereotyping/race relations in America:

**“The more we change, the more we stay the same.”**

When the students write their posts, they will pose as **one** of the people they “interacted” with today during class, including the audio at the beginning of class. The post should be written from that person’s perspective and must reflect on how “progress has created change.” The post should explain how that progress has unfolded (positive or negative) and should include at least 2 supporting pieces of evidence. Each pair must then write a response to the post of their classmates as well and they must “stay in character.”

After the students have written their posts around the room, the teacher will read each post aloud to the class to give the pairs a chance to elaborate on the ideas behind their posts.

After the discussion, students will be instructed to work on “Day 1” of the Performance Task.

**Station #1:**

## \$150 REWARD.

**R**ANAWAY from the subscriber, on the night of Monday the 11th July, a negro man named

# TOM,

about 30 years of age, 5 feet 6 or 7 inches high; of dark color; heavy in the chest; several of his jaw teeth out; and upon his body are several old marks of the whip, one of them straight down the back. He took with him a quantity of clothing, and several hats.

A reward of \$150 will be paid for his apprehension and security, if taken out of the State of Kentucky; \$100 if taken in any county bordering on the Ohio river; \$50 if taken in any of the interior counties except Fayette; or \$20 if taken in the latter county.

July 12-84-tf

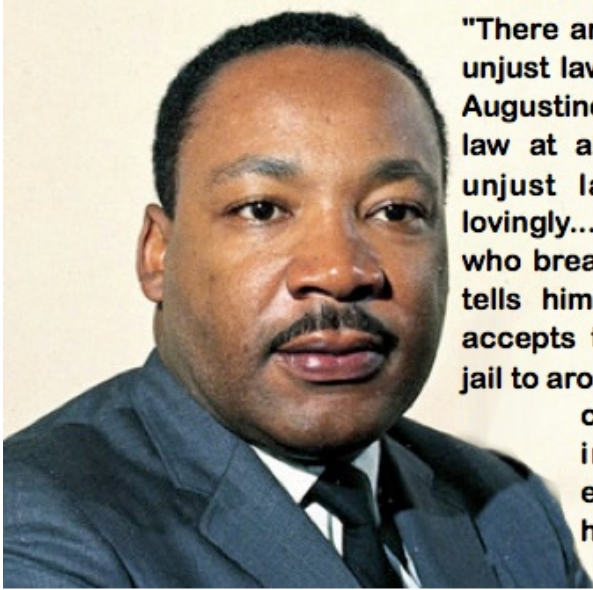
B. L. BOSTON.



## \$10 REWARD.—Absconded

on Sunday morning last, the Negress JANE, aged about 19 years, stout made and short in height, very black, and rather talkative; dressed in a blue cottonade frock, no shoes; has been seen for two or three mornings past in the Poydras and St. Mary Market. All persons are cautioned from employing or harboring her. The above reward will be paid on delivering the said slave at the Work House, 2d Municipality, or at the corner of St. Andrew and Tainturer streets, one square from the head of Camp street.

m2 2t\*



**"There are just laws and there are unjust laws. I would agree with St. Augustine that an unjust law is no law at all... One who breaks an unjust law must do it openly, lovingly...I submit that an individual who breaks a law that conscience tells him is unjust, and willingly accepts the penalty by staying in jail to arouse the conscience of the community over its injustice, is in reality expressing the very highest respect for law."**

**-Martin Luther King Jr.**

Station #2:

**CAUTION!!**

**COLORED PEOPLE**

**OF BOSTON, ONE & ALL,**

You are hereby respectfully CAUTIONED and advised, to avoid conversing with the

**Watchmen and Police Officers  
of Boston,**

For since the recent **ORDER OF THE MAYOR & ALDERMEN**, they are empowered to act as

**KIDNAPPERS**

**AND**

**Slave Catchers,**

And they have already been actually employed in **KIDNAPPING, CATCHING, AND KEEPING SLAVES**. Therefore, if you value your **LIBERTY**, and the *Welfare of the Fugitives* among you, *Shun* them in every possible manner, as so many **HOUNDS** on the track of the most unfortunate of your race.

**Keep a Sharp Look Out for  
KIDNAPPERS, and have  
TOP EYE open.**

**APRIL 24, 1851.**

**Freed and Escaped Slaves.**—We are indebted to the Tribune for the following table of the fugitive and manumitted slaves from the Southern States during the year ending June 1, 1850. These statistics are compiled from the official census tables:

	Fugi- tives.	Manu- mitted		Fugi- tives.	Manu- mitted.
Delaware ....	19	174	Mississippi...	49	11
Maryland.....	249	483	Louisiana ....	79	96
Virginia.....	89	211	Texas .....	33	5
N. Carolina..	57	2	Kentucky ....	143	164
S. Carolina...	14	2	Tennessee....	69	40
Georgia.....	91	30	Missouri .....	59	54
Florida.....	16	22	Arkansas .....	11	6
Alabama .....	32	14	Dist. Colum...	7	..
<b>Total .....</b>				<b>1,017</b>	<b>1,314</b>

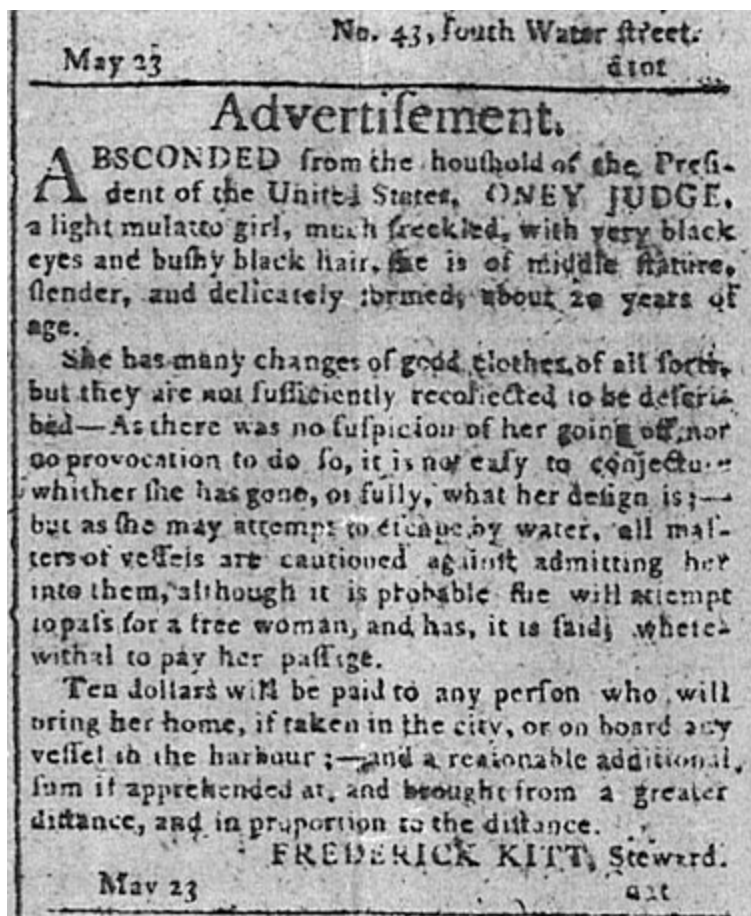
[https://en.wikipedia.org/wiki/Fugitive\\_Slave\\_Act\\_of\\_1850](https://en.wikipedia.org/wiki/Fugitive_Slave_Act_of_1850)

The Fugitive Slave Act of 1850:

The Act was one of the most controversial elements of the 1850 compromise and heightened Northern fears of a "[slave power](#) conspiracy". It required that all escaped slaves were, upon capture, to be returned to their masters and that officials and citizens of free states had to cooperate in this law. [Abolitionists](#) nicknamed it the "Bloodhound Law" for the [dogs](#) that were used to track down runaway slaves.<sup>[1]</sup>

Station #3





## Oney Judge

By Edward Lawler, Jr.

<http://www.ushistory.org/presidentshouse/slaves/oney.php>

More is known about Oney Judge than any other Mount Vernon slave because she lived to an old age, and she was interviewed by abolitionist newspapers in the nineteenth century.

Oney (born c. 1773) was a dower slave, the daughter of Betty, a seamstress, and Andrew Judge, a white English tailor who was an indentured servant at Mount Vernon in the early 1770s. Austin, about fifteen years Oney's senior, would have been her half-brother. Washington does not seem to have recognized Oney as being Judge's child, which may indicate that Judge himself did not admit paternity.

At about age ten, Oney was brought in to the manor house, possibly as a playmate for Mrs. Washington's granddaughter Nelly Custis. Oney became an expert at needlework, and eventually became Mrs. Washington's body servant. In April 1789, Oney was one of seven enslaved Africans brought to New York City by the Washingtons to work in the presidential residence. With the change in the capital in November 1790, she was brought to Philadelphia, and probably shared a room with Nelly in the President's House.

Oney is recorded as accompanying Mrs. Washington on shopping trips and social visits. There are entries in the household ledgerbooks for clothes for the teen-aged girl and trips to the circus. Philadelphia was a center of abolitionism, and had a large free black population. Oney made friends among the free blacks.

Washington recognized that slavery was unpopular in Philadelphia, and began to replace the slaves in the presidential household with white German indentured servants. Austin died in December, 1794, on a trip back to Mount Vernon. This left Oney, Moll and Hercules.

Mrs. Washington's eldest granddaughter, Elizabeth Custis, married English expatriate Thomas Law on March 20, 1796. Washington invited the couple to visit Philadelphia and stay at the President's House. Mrs. Washington informed Oney that she was to be given as a gift to the bride

Oney planned her escape with the aid of her free black friends. She slipped away one night in late May 1796 while the Washingtons were having dinner, and was hidden by her friends until she could find passage on a northbound ship. Oney either went directly to Portsmouth, New Hampshire, or arrived there by way of New York City.

Back in Philadelphia, Mrs. Washington felt betrayed, and claimed that Oney must have been abducted and seduced by a Frenchman. She wrote that Oney had always been well-treated, and even had a room of her own (Nelly was attending finishing school in Annapolis). The First Lady urged the President to advertise a reward for Oney's recapture, but Washington refused, realizing how unpopular that would be.

Later that summer, Elizabeth Langdon, daughter of Senator John Langdon of New Hampshire, spotted Oney walking on a street in Portsmouth. Elizabeth was one of Nelly's closest friends, a frequent visitor to the President's House, and (reportedly) a classmate at the same Annapolis finishing school. Oney avoided Nelly's friend, but either Elizabeth or her father wrote to Washington telling him where Oney could be found.

Washington asked Secretary of the Treasury Oliver Wolcott to handle the matter, and the latter wrote to Joseph Whipple, the Collector of Customs of Portsmouth, requesting his help in the return of the President's wife's property. Whipple made an attempt at complying with what must have seemed like an intimidating order, but warned in a letter that abducting the girl and placing her on a ship headed south might cause a riot on the docks. Whipple interrogated Oney, and reported to Wolcott that, "After a cautious examination it appeared to me that she had not been decoyed away [by a Frenchman] as had been apprehended, but that a thirst for compleat freedom which she was informed would take place on her arrival here & Boston had been her only motive for absconding."

Scared, lonely and miserable, Oney tried to negotiate through Whipple. She offered to return to the Washingtons, but only if she would be guaranteed freedom upon their deaths. An indignant President responded in person to Whipple's letter: "To enter into such a compromise with *her*, as she suggested to *you*, is totally inadmissable , it would neither be politic or just to reward *unfaithfulness* with a premature preference [of freedom]; and thereby discontent before hand the minds of all her fellow-servants who by their steady attachments are far more deserving than herself of favor."

Two years later, Washington's nephew, Burnwell Bassett, Jr., traveled to New Hampshire on business. He was entertained by the Langdons, and, over dinner, mentioned that one of the things he hoped to accomplish during the trip was the recapture of Oney. This time the Langdons helped Oney, who was now married to a sailor named Jack Staines, and the mother of a child. Word was sent to her for her family to immediately go into hiding. Bassett returned to Virginia without Oney.

Oney had three children with Staines, all of whom predeceased her, as did her husband. Because of the Fugitive Slave Act of 1793 which Washington signed into law in Philadelphia (probably in his private office barely a dozen feet from where Oney slept), she lived the rest of her life as a fugitive. Ona Judge Staines died in Greenland, New Hampshire on February 25, 1848.

Station #4:

## U.S. Slave Codes - Examples

1. No slave could testify in court, except in a case involving another slave.
2. It was illegal for a slave holder to work slaves in the field on Sundays, except as punishment *or* unless they were paid.
3. Any slave who went away from his/her plantation had to have a pass. The slave had to show this pass to any white who wanted to see it.
4. A slave was freed only by a will drawn up by the master or by buying their freedom from the master. (This was very expensive.)
5. Slaves could not make any kind of contract, including marriage.
6. Slaves were not allowed to have weapons.
7. It was illegal for more than a few slaves (5) to gather together away from home unless a white was present. No slave was allowed to preach, except to slaves on his/her own plantation while in the presence of whites.
8. Any slave caught stealing could be whipped.
9. It was illegal to teach slaves to read/write. It was illegal to give them books.
10. It was illegal to cruelly mistreat or kill a slave unless the slave resisted.
11. A child who had one slave parent and one free parent was free **ONLY** if the free parent was the child's mother.
12. Slaves could not own property and, in some states, could not own animals.
13. Owners were required to feed and clothe their slaves properly and take care of their sick and old slaves.
14. Any African Americans who cannot prove they are free are considered slaves.
15. Most cities had laws controlling slave behavior in public. For example, in Charleston, S.C., slaves were not allowed to sweat, smoke, or walk with a cane.

# Brazilian Slave Codes - Examples

1. A slave could not give sworn testimony in court *against* a white. A slave could give general information.
2. Slaves were not given food rations by their owners, but were required to grow their own food. Most slaves spent Sundays doing this. Any extra crop could be sold.
3. If no one could prove that an African was a slave, they were considered free.
4. A slave could buy their freedom, if the master agreed to the price.
5. Slave marriages were legal.
6. Slaves could not carry guns.
7. Dances and gatherings of slaves were forbidden.
8. Any slave caught stealing gold/diamonds would be given 400 lashes in the public square.
9. No law prevented slaves from learning to read or write.
10. The punishment for a runaway slave:
  - a. 1<sup>st</sup> Try – Slave was branded
  - b. 2<sup>nd</sup> Try – Ear was cut off
  - c. 3<sup>rd</sup> Try – Slave was killed

## Station #5

### Black Codes Examples in US South Post-Civil War

- Race was defined by blood; the presence of any amount of black blood made one black.
- Employment was required for all freedman; violators faced vagrancy charges.
- Freedmen could not assemble without presence of a white person
- Freedmen were assumed to be agricultural workers and their duties and hours were tightly regulated.
- Freedmen were not to be taught to read or write.
- Public facilities were segregated.
- Violators of these laws were subject to being whipped or branded.

Accounts of Former Slaves:

Sarah Ford described life on Kit Patton's Texas plantation as relatively benign. She relates that, on Patton's death, the slaves were turned over to his brother, Charles Patton, who owned an adjoining plantation. There, the slaves were subjected to harsh treatment from a black overseer:

" I guess Massa Charles took us when Massa Kit die, was 'bout de same as all white folks what owned slaves, some good and some bad. We has plenty to eat—more'n I has now—and plenty clothes and shoes. But de overseer was Uncle Big Jake, what's black like de rest of us, but he so mean I 'spect de devil done made him overseer down below long time ago. Dat wus bad part of Massa Charles, 'cause he lets Uncle Jake whip the slaves so much dat some like my papa what had spirit was all de time runnin' 'way. And even if your stomach be full, and you have plenty clothes, dat bullwhip on your bare hide make you forgit da good part, and da't de truth."

Sarah Ford, Texas; former slave interviewed in 1938.

"The Last Time I Heard Her Speak I never knowed my age till after de war ... and then master gits out a big book an it shows I's 25 year old. It shows I's 12 when I wus bought and \$800 is paid for me ... My mammy was owned by John Williams in Petersburg, in Virginia, and I come born to her on dat plantation ... Then, one day along come a Friday and that a unlucky star day, and I playin' round de house and Master Williams come up and say, 'Delis, will you tell Jim walk down de street with me?' My mammy say, 'All right, Jim, you be a good boy,' and dat de las' time I ever heard her speak, or ever see her." —

James Green, Texas; former slave interviewed in 1938

<b>TEACHER NAME</b>		<b>Lesson #</b>
Jennifer Rash		2
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Visual Thinking Strategy	American History and North Carolina History	8
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Progress		American Dream
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p>8.H.3.1: Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.</p> <p>8.H.3.2: Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States</p> <p>8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p> <p>8.H.3.4: Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<b><i>Progress creates change</i></b>		<b><i>How does progress create change?</i></b>
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>

- America’s urban areas exploded in the early 20<sup>th</sup> century because of population explosions bringing cheap labor.
- Variety of people (immigrants) contributed to America’s urbanization and progress.
- Immigrants to America were often poor and had dangerous working conditions.

- Students will be able to understand the hardships of progress and urbanization on poor immigrants.
- Students will be able to analyze visual content to understand history’s stories.”
- Students will be to relate American hardships of the past to American hardships of the present.

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<ul style="list-style-type: none"> <li>• What images did you draw?</li> <li>• Why did you choose that image?</li> <li>• What do you want people to feel when they see your image?</li> <li>• Why do you want people to feel that way?</li> <li>• After looking at all of “The American Dream” images, how was your image different?</li> <li>• How was it the same?</li> <li>• How do you think an immigrant to America would depict “the American Dream?”</li> <li>• Do you feel their depiction of the “American Dream” be different than a person born in America?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think is going on in the picture?</li> <li>• Where do you think this picture was taken?</li> <li>• What do you see that makes you say that?</li> <li>• When do you think this picture was taken?</li> <li>• What do you notice about the people in the picture?</li> <li>• Who do you think the people in the picture are?</li> <li>• How do you think the people in the picture feel about what they are doing?</li> <li>• What would you like to ask the people in the picture?</li> <li>• What evidence of progress do you see in the picture?</li> <li>• How does progress offer hope?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are the people in the picture?</li> <li>• How does the picture depict “risk-taking?”</li> <li>• Why would poor people and immigrants take these risks?</li> <li>• Why do you say that?</li> <li>• What kinds of job opportunity do you feel these people had at the turn of the century in America based on the image? Why?</li> <li>• What “progress” is happening in the picture?</li> <li>• Why does “progress” require sacrifice?</li> <li>• How does the picture depict the “American Dream?”</li> <li>• Do you think Americans today would do the same thing the men are in the picture?</li> <li>• What makes it the same or</li> </ul>



		different? • How does progress require things to change?
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**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
"Lunch Atop a Skyscraper"; photographer unknown. The picture is unfamiliar and has a little "shock factor" for discussion.	Students will use critical thinking skills to analyze an unfamiliar picture while relating it to their own lives.		Students are also differentiated by groupings for discussion and creation of illustration.

**PLANNED LEARNING EXPERIENCES**

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When the students walk into the classroom, the teacher will have the phrase "The American Dream" on the board. They will be instructed to sit quietly for a couple of minutes to think about what they believe that means. After a couple of minutes has passed (timer will be used), the teacher will put students into groups using their "grouping card." Once they have gotten into their groups, students will be instructed to illustrate, as a group, a depiction of the "American Dream." After they have created their picture/illustration, each group will be asked to go to the front of the room to "present" and "explain" their pictures. The teacher will guide the discussion by using the pre-lesson questions generated.

- What images did you draw?
- Why did you choose that image?
- What do you want people to feel when they see your image?
- After looking at all of "The American Dream" images, how was your image different?
- How was it the same?
- How do you think an immigrant to America would depict "the American Dream?"
- Do you feel their depiction of the "American Dream" be different than a person born in America?

Once students have completed their pictures, teacher will assign each group to another group's image to annotate and attempt to label and interpret their version of the American Dream.

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After discussion, students will be given an index card with numbers 1-5 and instructed to go around the room and do a gallery walk of the numbered images on the walls. Students are asked to record what they believe would be that person's American Dream.

Teacher brings the class back for discussion.

Once students are back in their individual seats, the teacher displays the picture "Lunch Atop a Skyscraper" for the class to see. Students are instructed to observe the picture without talking for 3 minutes. While they are looking at the picture, the students are asked to write down things on a sheet of paper what "stands out" to them. This is to help the students to "remember" what occurs to them as they study the picture.

**Background:** At this point, students have studied the Gilded Age and the Progressive Era and should be familiar with the growing gap in America between the "haves" and the "have nots" as well as the industrialization/urbanization explosions that occurred in America around the beginning of the 20<sup>th</sup> Century.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After a few minutes of observation, the teacher poses the lesson questions. The teacher gives students time to answer the questions and allowed the students to respond and "feed" off each other.

- What do you think is going on in the picture?

- Where do you think this picture was taken?
- What do you see that makes you say that?
- When do you think this picture was taken?
- What do you notice about the people in the picture?
- Who do you think the people in the picture are?
- How do you think the people in the picture feel about what they are doing?
- What would you like to ask the people in the picture?
- What evidence of progress do you see in the picture?
- How does progress offer hope?

The students should discover that the picture is taken in New York City during lunch in the 1930s. The students should also identify the workers as “blue collar” probably immigrants to America. Through the discussion, the students will hopefully think about labor conditions and why poor immigrants to America worked in undesirable, sometimes dangerous conditions to have a better life.

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

After the picture questions/discussion, students look at their “grouping cards” to find the color that the teacher has designated for “readiness.” Each group will be given one of the following quotes. They will be asked to brainstorm how each quote could relate to the picture, “Lunch Atop a Skyscraper.” Students will have to bring in previous knowledge to make accurate relationships.

(Lower Performing Groups)

“America is the sum of our dreams. And what binds us together, what makes us one American family, is that we stand up and fight for each other's dreams, that we reaffirm that fundamental belief - I am my brother's keeper, I am my sister's keeper - through our politics, our policies, and in our daily lives.

~President Barack Obama

(Average Performing Groups)

“I look forward confidently to the day when all who work for a living will be one with no thought to their separateness as Negroes, Jews, Italians or any other distinctions. This will be the day when we bring into full realization the American dream -- a dream yet unfulfilled. A dream of equality of opportunity, of privilege and property widely distributed; a dream of a land where men will not take necessities from the many to give luxuries to the few. ~Dr. Martin Luther King, Jr

(High Performing Groups)

“We believe that what matters most is not narrow appeals masquerading as values, but the shared values that show the true face of America; not narrow values that divide us, but the shared values that unite us: family, faith, hard work, opportunity and responsibility for all, so that every child, every adult, every parent, every worker in America has an equal shot at living up to their God-given potential. That is the American dream and the American value.” ~Senator John Kerry

After groups have had about 10 minutes to discuss, they will defend their “connections” to the class.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will ask the following questions to summarize the lesson:

- Who are the people in the picture?
- How does the picture depict “risk-taking?”

- Why do you say that?
- What “progress” is happening in the picture?
- How does the picture depict the “American Dream?”
- Do you think Americans today would do the same thing the men are in the picture?
- What makes it the same or different?
- How would you compare the American Dream today to the American Dream of the men in the picture?

Assignment:

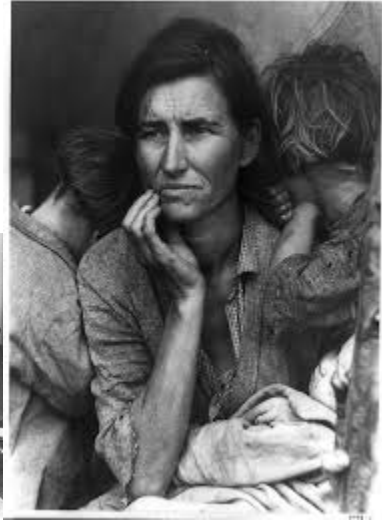
(The teacher will provide sentence strips for all students to write their two captions)

Students are instructed to write two captions for “Lunch Atop a Skyscraper” that is no more than two sentences long to illustrate the “American Dream”. One quote should be from the wealthy building owner’s perspective and the other from the immigrant in the people. Be prepared to defend your caption by explaining “why” they have different perspectives as well as how the quote can be applied to the essential understanding that “progress requires change.” The teacher will ask for volunteers to read their captions to the class.

At the end of the discussion, students will be instructed to work on “Day 2” of their Performance Task.

Materials:





<b>TEACHER NAME</b>		<b>Lesson #</b>
Jennifer Rash		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Socratic Seminar	8 <sup>th</sup> Grade History	8 <sup>th</sup> Grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Progress		Hidden Figures: African-American Females of NASA in the 1960s.
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
AH2.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the "American Dream" since Reconstruction		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Progress Creates Change		How does progress create change?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will learn:</p> <ul style="list-style-type: none"> <li>• That NASA was created to beat the Russian to the moon and about the women or "computers" that helped make it successful.</li> <li>• Segregation in American kept African-Americans (especially women) from opportunity.</li> <li>• Women in the 1960s had limited opportunity for employment.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the contribution that African-American females made to the space program</li> <li>• Apply historical situation to life today.</li> <li>• Analyze a photograph and make connections to the text.</li> <li>• Evaluate how societal norms and laws affect the lives and opportunity of people.</li> </ul>
<b>GUIDING QUESTIONS</b> <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>

<ul style="list-style-type: none"> <li>• What do you see in the picture?</li> <li>• What do you notice about the people in the picture?</li> <li>• If I told you there was an African-American woman in the picture, what would you say?</li> <li>• What is progressive about the picture?</li> <li>• How do Americans measure progress?</li> <li>• Can you have progress without change?</li> <li>• Is progress always “good”? In this picture, was it good?</li> <li>• What had to change for this picture to have happened in 1943?</li> </ul>	<ul style="list-style-type: none"> <li>• How have the lives of African-Americans changed since 1943?</li> <li>• How do we as a people know that we have progressed in society?</li> <li>• Why is change difficult?</li> <li>• What scares people about change?</li> <li>• When does courage become heroism?</li> </ul>	<ul style="list-style-type: none"> <li>• What part of the today’s story impacted you the most?</li> <li>• If you could ask Katherine Johnson one thing, what would it be?</li> <li>• What question or thought brought up in today’s seminar made you think the most?</li> <li>• Was it difficult to listen to the others in the group?</li> <li>• Why is “listening” to each other important?</li> <li>• Do you think Americans listen to each other?</li> <li>• Is American “progressing” today in the area of civil rights? Why?</li> <li>• Do you all feel like you had a debate or a dialogue?</li> <li>• Did today’s discussion prove that progress demands change?</li> <li>• Finish the statement: “Because Katherine Johnson lived...”</li> </ul>
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**DIFFERENTIATION**  
*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)*

Content	Process	Product	Learning Environment
The text chosen is high on the Lexile scale.	This method requires critical thinking skills and the ability to analyze text.		The lesson requires dialogue from the students when requires them to make connections between the past and the present.

**PLANNED LEARNING EXPERIENCES**  
*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

When students enter the room, the teacher will have Mary Grainer's picture from 1943 on the board (1,500 employees or so at NACA's Langley Memorial Aeronautical Laboratory on November 4, 1943.) Students will be instructed to study the photo and then will be asked a series of questions:

1. **What do you see in the picture?**
2. **What do you notice about the people in the picture?**
3. **If I told you there was an African-American woman in the picture, what would you say?**  
(Teacher explains the picture at this point in the discussion)
4. **What is progressive about the picture?**
5. **How do Americans measure progress?**
6. **Can you have progress without change?**
7. **Is progress always "good"? In this picture, was it good?**
8. **What had to change for this picture to have happened in 1943?**

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

After the class has discussed the picture, the teachers will pass out the article titled, "Forgotten story of the black women who helped land a man on the moon," from the Newsela website.

<https://newsela.com/articles/black-women-nasa-history/id/21617/>. Students will be instructed to read the article using "close reading." They will be asked to also write down questions that come to mind in the margins of the article as they read to bring to the seminar.

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After students have completed their "close reading" of the article, they will be split into two separate groups to conduct the Socratic Seminar. One group will be seated in the inner circle to participate in the dialogue, and the other group will be seated in the "outside circle" to observe; the "fishbowl" technique.

To begin the discussion, the teacher will pose the following question:

*How has the lives of African-Americans progressed since 1943? Has that "change" been worth it?*

Once the dialogue has started, if the students get "stuck" the teacher will pose the following questions to generate discussion:

- How do we as a people know that we have progressed in society?
- Is change ALWAYS good?
- Why is change difficult?
- What scares people about change?
- When does courage become heroism?

During the seminar, the teacher will serve only as facilitator to keep the conversation moving. Each student will have 3 tokens to use during the seminar. When they contribute, they use a token. This will keep a few people from dominating the conversation and encourage shy students to talk.

When there is a "pause" in the conversation, students will switch between the outer and inner circle to finish the seminar.



**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Once the seminar has been completed, the teacher will lead the class in a whole group discussion to reflect on the ideas and concepts that were brought up from the seminar. The teacher will use the following questions to lead the students in the discussion:

- **What part of the today's story impacted you the most?**
- **If you could ask Katherine Johnson one thing, what would it be?**
- **What question or thought brought up in today's seminar made you think the most?**
- **Why is "listening" to each other important?**
- **Why do you think Americans have a difficult time listening to each other?**
- **How is America still "progressing" today in the area of Civil Rights?**
- **Do you all feel like today's discussion was debate or a dialogue? Why?**
- **How did today's discussion "prove" that progress demands change?**
- **Finish the statement: "Because Katherine Johnson lived...."**

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

(Teacher will share a Twitter Template through Google that students will use their chromebooks to complete the assignment)

After the discussion, students will be asked to join [#BecauseSheLived](#) that is trending on Twitter and create 3 "tweets" that addresses how the "Hidden Figures" accomplishments are evidence that progress created change in America. Students are also expected to "fill in" the template with information and pictures. Once the students have completed their pages, they will share them with the teacher so they teacher can share with class for a discussion.

Materials:



[Article on Hidden Figures](#)

[Twitter Page](#)

<b>TEACHER NAME</b>		<b>Lesson #</b>
Jennifer Rash		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Kohlberg Model	American History and Current Events	8 <sup>th</sup> Grade
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Progress		Social Media
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Progress Requires Change		How does progress requires change?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> <li>• Students will know that dilemmas are problems where the solution is not clear.</li> <li>• Students will know that all generations have had to deal with contemporary dilemmas.</li> <li>• Students will know that “progress” has meant changes in technology for millennials.</li> <li>• Students will know that social media creates possible ethical and moral issues for users including teenagers</li> </ul>		<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze and evaluate survey results to draw conclusions based on evidence.</li> <li>2. Analyze a moral dilemma for character in a story.</li> <li>3. Prioritize values and morals when making decisions.</li> <li>4. Evaluate how “progress” in technology has “changed” the lives of people today with social media.</li> </ol>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>• How can progress be seen as "good" and "bad"?</li> <li>• According to the survey, what relationship do you notice between users of social media and questionable behavior?</li> <li>• What "choices" have you had to make at school concerning internet use during class?</li> <li>• What kinds of "change" has the internet and social media brought to peoples' lives?</li> <li>• Why do you think that might be?</li> <li>• What kinds of decisions are difficult to make? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the dilemma that David is facing?</li> <li>• Why is David's decision a difficult one to make?</li> <li>• How did social media "change" David's life?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it difficult for people to intervene in difficult situations?</li> <li>• What would you have done in David's position?</li> <li>• Was that change "good" or "bad"? Why?</li> <li>• How did social media help David?</li> <li>• How did social hurt David?</li> <li>• How has social media changed our culture?</li> <li>• How differently do we communicate today compared to 100 years ago?</li> <li>• How do Americans view "privacy" today?</li> <li>• How has progress changed our lives for the better?</li> <li>• How has "progress" changed our lives for the worst?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	<p>Students are asked to analyze a dilemma from various perspectives</p>		

**PLANNED LEARNING EXPERIENCES**

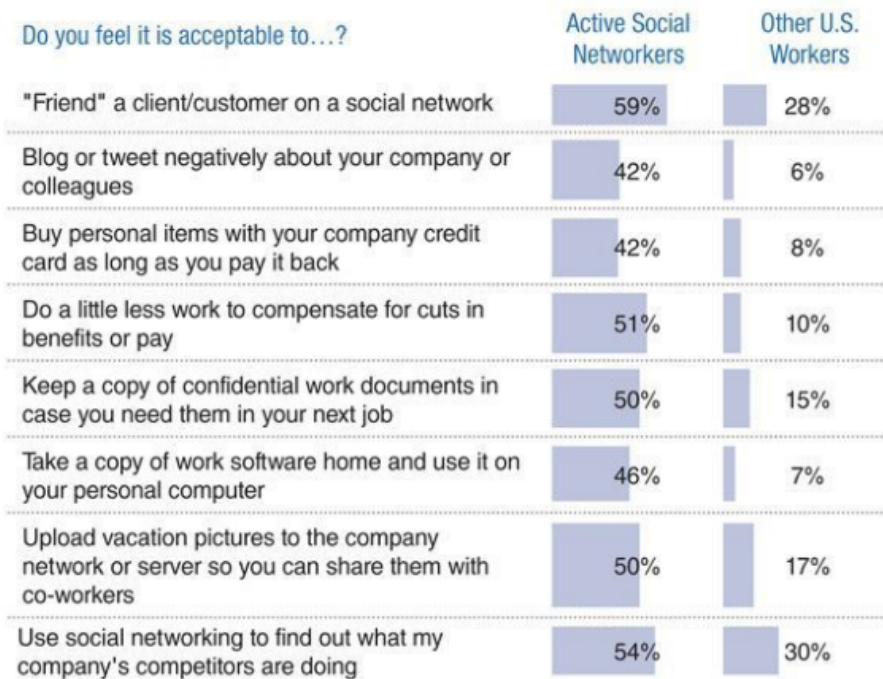
*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

## National Business Ethics Survey Results



### SOCIAL NETWORKERS MORE LIKELY TO BELIEVE THAT QUESTIONABLE BEHAVIORS ARE ACCEPTABLE



Students will enter the room and see the above chart that depicts a national survey that studied the relationship between social networking and ethical behaviors of company workers. The teacher will read each question aloud and identify the meaning of any vocabulary words that students may have. Once the students have a clear understanding of the survey, they will be instructed to analyze the content of the survey independently for a couple of minutes and to write down two findings from the survey that surprised them and two from the survey that they would have expected. After a couple of minutes, the teacher will break them into pairs to discuss their thoughts. (A timer will be used to manage time). Next, the teacher will bring the students back together and guide their discussion with the following questions:

- How can progress be seen as “good” and “bad”?
- According to the survey, what relationship do you notice between users of social media and questionable behavior?
- What “choices” have you had to make at school concerning internet use during class?

- What kinds of “change” has the internet and social media brought to peoples’ lives?
- Why do you think that might be?
- What kinds of decisions are difficult to make? Why?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be instructed to read the following dilemma:

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**David** had recently been invited to join a group of kids from his school on Facebook. Since he was somewhat shy around other people and had only recently begun to hang out with these guys, David felt good about being asked to join the group. And, to be sure, it was a lot of fun at first. **Until one day . . .**

David logged onto Facebook and was **disgusted by what he saw**. Somebody had posted a photo of a girl in their class and altered it with Photoshop. The image made it look like she was the only girl at a party of boys, scantily dressed and laughing. The caption under the picture was filled with four-letter words and mentioned her name. David hardly knew the girl, but he did know that she had a reputation as a straight edge and that she was often teased about it. He also knew that this would be **very hurtful to her** if she ever found out.

David knew it was a private online group and anything posted there was supposedly for the members’ eyes only. But what if someone in a group you belong to posts **something offensive—like this photo?** Won’t anyone who sees it think it’s from the whole group? David also wondered who else might be able to see what is posted. Can people who aren’t members look at the postings without the group knowing? David knew the other members would think he was overreacting if he made an issue about it. But he also knew that the photo **made him feel guilty**, a sure sign that his **moral compass** was tugging at him. So, now what?

Should he say something to the other guys and risk looking like a weirdo? He was sure they would just tell him to lighten up. Should he drop out of the group? That would mean the photo stayed out there and he would just be ignoring the problem. He had a teacher he really respected who he could talk to, but what if the whole thing **snowballed into a discipline issue at school?** What would happen then? And if he talked to his parents, they might take away his internet access.

David felt stuck. All he did was agree to join a group. Why was this such a problem? **What, if anything, should he do?**

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After the students have read David's story, the teacher will focus their thoughts with the following questions:

- What is the dilemma that David is facing?
- Why is David's decision a difficult one to make?
- How did social media "change" David's life?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

After the teacher led discussion, students will be instructed to get with a partner and to fill in a chart labeled "Good Change for David" and "Bad Change for David" from the story. After they have identified components of each, the teacher will bring them back together to answer the following questions:

- Why is it difficult for people to intervene in difficult situations?
- What would you have done in David's position?
- Was that change "good" or "bad"? Why?
- How did social media help David?
- How did social hurt David?
- How has social media changed our culture?
- How differently do we communicate today compared to 100 years ago?
- How do Americans view "privacy" today?
- How has progress changed our lives for the better?
- How has progress changed our lives for the worst?

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

In groups, students will be asked to discuss the following post David made on his Facebook Page:

***Every time I try to make changes in my life, something seems to go wrong, especially with friends...I know, whoever said change was easy. But isn't making your life "better" worth a few problems? Friends are hard to find, right? Has anyone out there ever been through something like this before?? What did you do and why?***



In their groups, students are expected to discuss a situation they have either been in themselves (or heard of from a friend) OR simply offer their opinion about what he should do and why. They must address whether the “change” in David’s life was worth the trouble?? Students should also discuss if the convenience and ease of communication today is worth the trade-offs??

Once students have finished discussing, they will share their ideas with the class. The teacher will reinforce through the discussion how differently we communicate today, and how those “trade-offs” have affected our lives.

After the whole-class discussion, student will be instructed to work on their performance task.

## Performance Task

You are a Digital Marketing Coordinator that has been hired by the Smithsonian National Museums to work with another coordinator to “get the word” out to the public about upcoming exhibits in the museums. Your first task is to drum up interest in the exhibit coming to the American History Museum in the Fall of 2017. The title of the exhibit is “Fusion of Decades: Progress Creates Change.” The exhibit highlights 20<sup>th</sup> Century America focusing on the American Dream, stereotypes, and communication changes that have emerged through the decades as a result of progressive ideas such as opportunity, equality and technology. You must create a Social Media Page (Facebook, Twitter or Instagram) for publicity that gives the viewer a “glimpse” into the exhibit. In addition to evaluating America’s past, your social media page must also PREDICT what will be America’s next big progressive idea, action or invention as well as the possible impact and legacy it could have.

[FACEBOOK TEMPLATE](#)

[TWITTER TEMPLATE](#)

[INSTAGRAM TEMPLATE](#)

You will be sharing this with the Board of Directors of the Smithsonian National Museums (classmates) on Thursday and they will provide you with feedback and if there are any changes that need to be made before it goes public.

Requirements:

1. The Social Media page should include a title (in addition to “Fusion of Decades: Progress Creates Change), location and date of the exhibit.
2. The Social Media page must include a “post” from the 4 components of the exhibit: (1) The American Dream (2) stereotypes and (3) communication and (4) the next big American idea/action or invention.
3. Each post must be a representation of how “progress created change” for that component by explaining how that progress was both positive and negative.
4. Each post must include a visual (picture, video, etc) that increases the “impact” and should be something that could be seen in the exhibit.

Performance Task Rubric: Fusion of Decades Social Media Page

	NOVICE 1	APPRENTICE 2	PRACTITIONER 3	EXPERT 4	COMMENTS & TOTAL
Identification of Essential Understanding (positive and negative)	<ul style="list-style-type: none"> <li>• Example of essential question is not identified</li> <li>• No explanation of how progress creates change</li> </ul>	<ul style="list-style-type: none"> <li>• Essential understanding is identified on social page</li> <li>• Limited explanation is offered for how progress creates change; does not include both positive/negative impacts on society</li> </ul>	<ul style="list-style-type: none"> <li>• Essential understanding is identified on social page</li> <li>• An understandable explanation is provided for how progress creates change; includes positive/negative impact on society</li> </ul>	<ul style="list-style-type: none"> <li>• Essential understanding is clearly identified</li> <li>• Specific and detailed explanation is provided how progress creates change; includes multiple examples of the positive/negative impact on society</li> </ul>	
Evidence of components	<ul style="list-style-type: none"> <li>• No evidence of clearly defined components of how progress creates change.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided for some components but is not clear and understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided for all 4 components and are clear and understandable.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple evidences have been provided for all 4 components that clear and understandable.</li> </ul>	
Presentation	<ul style="list-style-type: none"> <li>• Presentation lacks organization, clear labeling of components, title and exhibit information.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is organized and neat but does not provide all required components, title and exhibit information.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation was organized, and neat and provides all required components and exhibit information.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation was organized, neat and creative while providing all required components and exhibit information.</li> </ul>	

Resources:

<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

This website is a collection of primary sources from interviews of former slaves conducted by the National Federal Writers Project

[file:///C:/Users/jrash/Downloads/Lesson%20-%20Lesson%20Plan%20-%20Life%20of%20a%20Slave%20\(Day%20\).pdf](file:///C:/Users/jrash/Downloads/Lesson%20-%20Lesson%20Plan%20-%20Life%20of%20a%20Slave%20(Day%20).pdf)

Lesson plan that does an excellent job of comparing and contrasting Brazilian Slavery to American Slavery.

<http://www.ushistory.org/presidentshouse/slaves/oney.php>

Article I used for the Socratic Seminar about Oney Judge.

<https://sites.google.com/a/email.cpcc.edu/black-codes-and-jim-crow/black-code-and-jim-crow-law-examples>

List of examples of southern laws that kept African-Americans living like slaves even after they were freed.

<https://www.ethics.org/ecihome/research/nbes>

Organization that does national surveys concerning public opinion on ethics in America.

<http://www.learnnc.org/lp/pages/2891>

Well developed lesson by Learn NC about the American Dream. I used the quotes for a formative assessment in my unit.

<https://newsela.com/articles/black-women-nasa-history/id/21617/>

Article I used in my lesson on hidden figures.

<http://www.goodcharacter.com/terms.shtml>

Website for examples and lessons of how to teach students about character education. This is where I got "David's Dilemma" from for my lesson.