## MIDDLE SCHOOL SOCIAL STUDIES
### CURRICULUM, TEACHER’S GUIDE, AND RESOURCES

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Curriculum Overview

Introduction

This curriculum has been created by university professors, historians, educational evaluators, teachers, educational web developers and specialists in alignment with the goals and objectives of the Corporation for Broadcasting’s American History and Civics Initiative (AHCI). These goals and objectives are articulated more fully in the following sections, along with curriculum guides and resources for teachers.

The Young American Heroes project and curriculum focus on the early years of Frederick Douglass’ life, with a focus on developing historical empathy among Middle School-aged students.

We have designed curricula for both technology-enabled and traditional classrooms. These were tested in 3 different school settings; urban and suburban, technology-enabled and not-as-technology enabled.

The students’ first encounter with Douglass’ life is based on his own Narrative of the Life of Frederick Douglass, An American Slave (1845), a retrospective autobiography written after he had escaped from slavery and become a famous Abolitionist orator, publisher and activist for social justice.

Goals and Activities

The initial activities are designed to frame the video introduction in which students see (or read of) the harsh realities of slavery in the 1800s in the soon-to-be dis-united States. In many ways, Douglass’ experience is both pivotal to and a quintessential epicenter of the national forces between slavery and Abolition that led to the Civil War, but his story begins as we all do—as a child. Yet Douglass’ childhood is without soft-hearted moments of family, feast, nurture or support. His is a “childhood” dominated by slave owners, overseers whose job is to exact labor from the “property” of plantation masters; of hunger, cold and at best neglect; at worst physical and emotional punishment, abuse and torture.

The overarching goal of this curriculum is to develop an understanding of the times and conditions in which Douglass found himself as a youth, being both externally defined by the conditions of his birth and as he defines himself internally by his own observations, feelings, opportunities, challenges and responses. Within the discussions, we hope to facilitate students’ understandings through demonstrating the following abilities to:

- Describe personal hardships faced by enslaved people
- Identify the tragic aspects of slavery
- Evaluate Douglass’ early and sustained actions in opposing slavery, racism and discrimination

These understandings are focused upon what we have identified as Douglass’ “choice points.” The first important choice point that determines the course of Douglass’ life is that of his brief opportunity as a slave child to become literate.
This first choice point becomes the focus of a student activity to help students to:

- Identify relevant historical antecedents to a decision
- Analyze historical decision-making and draw inferences to today
- Reflect on the importance of education in their own and slaves’ lives

This choice point activity is presented in the “Graphic Novelist” online tool, using both primary sources from the Gilder-Lehrman Institute of American History, and secondary sources. (A paper-based version that does not require computers is also included.)

The second choice point describes a time in Douglass’ young life as a slave when he fights back against a “slave-breaking” overseer to whom he was sent after an incident of insubordination. Students must analyze Douglass’ decision-making in the way he will choose to respond to the conditions and circumstances of his servitude. The goal in analyzing Douglass’ choice to fight the slave-breaker, Covey, is for students to evaluate Douglass’ decision and to determine the significance of this choice as a turning point in Douglass’ life. In this online (or classroom-based) “Graphic Novelist” activity, students will:

- Identify the relevance of Douglass to issues affecting young people today
- Engage in public debates through blogs and discussions.

In their second activity, students analyze Douglass’ escape to freedom, and construct narratives using primary and secondary sources to defend their case for or against him in a “Court of History.” To some, Douglass was a fugitive from the “justice” afforded by slave state statutes protecting the “property” of slave owners. Yet from the Abolitionist perspective, Douglass’ actions and life’s work triggered necessary reactions that would change history for all in the post-war reconstructed union. In constructing their “courtroom” narrative defenses, students will:

- Read and comprehend primary and secondary historical texts/narratives
- Analyze historical decision-making and draw inferences to today
- Create narratives and arguments that reflect historical empathy as well as a concern for historical evidence
- Explain the connection between slavery and racism
- Draw comparisons across eras and regions in order to define enduring issues
- Explain why Douglass is considered a great American
- Determine the extent to which Douglass was a man for his time or for all time

Finally, the students will present their cases in a “Court of History” either online or in-class orally and register their final judgments on the Douglass case. Their understandings of the times, conditions and laws that embroiled a struggling new nation to divide in a Civil War, and eventually resolve to end a brutal and dehumanizing practice, will be constructed from investigating the choices made by one individual who, in the light of history, has become known as a young American hero.

Through the process, the students will struggle intellectually with the contradictions of what is “legal” and what is “right,” what is “justice” and what is or is not morally defensible, and how the power of one young American’s choices helped swing the nation from united to divided to united again as “a more perfect union.”
Two activities are currently incorporated into this curriculum. A third online activity using VideoMaker technology is also available on the website, with instructions for how to use it.

**VideoMaker** is an easy-to-use tool that allows users to compose short online videos about the heroes. Students select from a variety of primary source images and video clips from *YAH* programs and arrange clips in the video timeline. Students can also record audio and video from their own webcams and incorporate these into their videos, then publish their final videos in the online gallery for others to view, review, and rate. This tool also provides an easy way for teachers to re-segment a film for activities not envisioned by the original curriculum designers.

Students may also upload their own complete videos to a gallery for viewing as well.

Additional online activities are in development and will be added to the Online Activities area of the website from time to time.

**NOTE:** The sample 5-day Teacher’s Guide that follows does not include step-by-step instructions for incorporating VideoMaker activities into the classroom. You can post your own ideas to the “Share Your Ideas” section under Teacher Resources and/or download sample instructional units that others have posted. *Young American Heroes* recognizes that every class and every school and every teacher is different. Our hope is that you make this area of the website a living Social Studies “wiki” to share with other teachers and take advantage of others’ experiences as well.
NOTE TO EDUCATORS

The curriculum presented here is designed as a week-long (5-day) unit.

The materials can also be used as part of a month-long unit on slavery, the Civil War, and Reconstruction.

Or, the curriculum could be modified as a 2-day unit within a broader study of Frederick Douglass and other abolitionists.

In short, these materials have been designed with the intent of providing you with a broad array of tools to meet the needs of your students and your own teaching style.

You will find short “how-to” training modules in the Teacher Resources section at www.youngamericanheroes.com for each of the online activities.

Please let us know how you have used the materials and Web activities, and any suggestions for improvements or additions by logging onto the Educators’ Blog at www.youngamericanheroes.com. We hope to build a Best Practices area on the site where educators from around the country can post their own adaptations.

Our goal in the long term is to create many more units on many more young American heroes, all accessible through the Young American Heroes website. Currently in production are:

- Eunice Williams: Unredeemed Captive
- Elisha Stockwell: Civil War Soldier
- The Sager Children: Across the Plains in 1844
- Sybil Ludington: Female Paul Revere.

In the meantime, we wish you, and all of your Young American Heroes well!

The Young American Heroes Design Team
Grades 5-8 Connecticut Standards (those highlighted in yellow are met by the YAH Curriculum)

**Content Standard 1: Historical Thinking**
Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature, researching based on primary and secondary sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, oral or simulated historical sites, charts, graphs, diagrams and written texts
- gather information from multiple sources, including archives or electronic databases, to experience with historical sources and to appreciate the need for multiple perspectives
- distinguish between primary and secondary sources
- interpret data in historical maps, photographs, art works and other artifacts
- examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time
- examine current concepts, issues, events and themes from historical perspectives and identify principle conflicting ideas between competing narratives or interpretations of historical events
- develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials

**Content Standard 2: Local, United States, and World History**
Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

- demonstrate an in-depth understanding of major events and trends in United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war)
- demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, War
- demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in- and out migration, suburbanization, racial
- locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location
- explain the relationships among the events and trends studied in local, state, national and world history

**Content Standard 3: Historical Themes**
Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and immigrants to the new world and give examples of ways those beliefs have changed over time
- explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position
- describe the emergence of select governmental systems, principles and institutions
- describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy)
- describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas
- explain reasons for conflict and the ways conflicts have been resolved
- identify and analyze the various causes and effects of movements of groups of people
- explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods
- explain how economic factors influenced historical events in the United States and other regions of the world
- describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.

**Content Standard 4: Applying History**
Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- initiate questions and hypotheses about historic events being studied
- describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making
- be active learners at cultural institutions such as museums and historical exhibits
- develop empathy for people who have lived in the past
- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns
Content Standard 5: U.S. Constitution and Government
Students will apply knowledge of the U.S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

- demonstrate an understanding of the historical background of the Declaration of Independence
- explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another
- explain how and why powers are distributed among the national, state and local governments
- identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels
- understand the process of how a bill becomes a law
- explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws
- describe means of conflict management, including negotiation, mediation, arbitration and litigation
- describe how the public agenda is shaped by political leaders and parties, interest groups, the media, public opinion, state and federal courts, and individual citizens

Content Standard 6: Rights and Responsibilities of Citizens
Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- describe how one becomes a citizen of the United States
- explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement)
- evaluate situations involving conflicts between rights and propose solutions to these conflicts
- identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school
- research an issue of interest and be able to take and defend a position on that issue
- identify and apply criteria useful in selecting political leaders at the local, state and national levels

Content Standard 7: Political Systems
Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

- describe and compare unlimited and limited government
- explain the meaning of civic life, politics and government
- compare and evaluate forms of government found outside the United States
- describe the role of the U.S. Constitution in the limitation of government powers

Content Standard 8: International Relations
Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

- describe the organization of the world into nation-states and describe some ways that nation-states interact with one another
- explain what foreign policy is and give examples of United States foreign policy
- describe the influence of U.S. political, economic and cultural ideas on other nations and the influence of other nations' ideas on the United States
- evaluate the impact of significant international events on the United States and on other nations
- describe the role of the three branches of U.S. government in developing and conducting foreign policy
- describe how foreign policy decisions may affect domestic groups and organizations
- describe how domestic groups and organizations seek to influence foreign policy decisions

Content Standard 9: Places and Regions
Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

- describe human and natural characteristics of places and how they shape or place identity
- describe the process and impact of regional change
- examine ways in which regions are interconnected
- identify and evaluate various perspectives associated with places and regions
- explain and assess how culture affects perception of places and regions
- use latitude and longitude to locate places and calculate differences between places
- locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions
- demonstrate how personal knowledge and experiences influence an individual's perception of places

Content Standard 10: Physical Systems
Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

- understand how concepts of physical geography can be applied to explain natural processes
- understand and apply how natural processes influence the formation and location of resources
- use basic climatic and other physical data to understand how natural processes shape environmental patterns
- explain local and world patterns of ecosystem distribution
Content Standard 11: Human Systems
Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

• explain the patterns and characteristics of human migrations at various levels
• explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration
• analyze the formation, characteristics and functions of urban, suburban and rural settlements
• identify processes that divide Earth's surface into different political and economic units from local to international levels

Content Standard 12: Human and Environmental Interaction
Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

• explain the essential features and functions of maps, globes, photographs, geographic models and satellite images
• make maps, globes, models, charts and geographic databases
• compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems
• use maps, globes, models, graphs, charts and databases to analyze distributions and patterns
• describe human and natural characteristics of places and how they shape or place identity
• draw a true hand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions
• demonstrate and explain ways that humans depend on, adapt to and alter the physical environment
• identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities

Content Standard 13: Limited Resources
Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

• compare the resources used in various cultures, countries and regions throughout the world
• explain that households, businesses, governments and societies face scarcity just as individuals do
• define opportunity cost, giving examples
• present historical and current controversies about the use of resources
• illustrate how resources can be used in a variety of ways (e.g., economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output)
• explain how technological change and innovation improves a society's productivity and economic growth

Content Standard 14: Economic Systems
Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

• explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services
• explain that all countries' economies reflect a mix of market, command and traditional elements
• describe the relationships among demand, supply and prices and their roles in a market system
• identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision making
• identify governmental activities that affect the local, state, national and international economy
• describe how, in a market system, government enforces property rights and provides for standardized systems (e.g., weights and measures, and money)
• analyze the impact of government taxing and spending decisions on specific individuals, businesses, organizations and groups

Content Standard 15: Economic Interdependence
Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.

• explain how specialization leads to more efficient use of economic resources and economic growth
• explain why trade encourages specialization
• explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living
## Alignment of AHCI and *Young American Heroes* goals

The *Young American Heroes* Curriculum that follows aligns with the Corporation for Public Broadcasting’s American History and Civics Initiative (AHCI) goals in the following ways:

<table>
<thead>
<tr>
<th>AHCI Historical Thinking Goals:</th>
<th>YAH Curriculum Elements/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify relevant historical antecedents to a decision</td>
<td><strong>Video:</strong> Frederick Douglass: Pathway From Slavery to Freedom</td>
</tr>
<tr>
<td>Engage in public debates through blogs and discussions.</td>
<td><strong>Graphic Novelist</strong></td>
</tr>
<tr>
<td>Create narratives and arguments that reflect historical empathy as well as a concern for historical evidence.</td>
<td></td>
</tr>
</tbody>
</table>
| Read and comprehend primary and secondary historical texts/narrative | **YAH Curriculum Guides**  
**Graphic Novelist** activity  
**Court of History** activity |
| Analyze historical decision-making and draw inferences to today | **YAH Curriculum Guides**  
**Court of History** activity |
| Draw comparisons across eras and regions in order to define enduring issues | **Film:** Frederick Douglass: Pathway From Slavery to Freedom  
**YAH Curriculum Guides**  
**Graphic Novelist** activity  
**Court of History** activity |

### Young American Heroes Content Goals:

<table>
<thead>
<tr>
<th>Young American Heroes Content Goals:</th>
<th>YAH Curriculum Elements/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the tragic aspects of slavery</td>
<td><strong>Film:</strong> Frederick Douglass: Pathway From Slavery to Freedom</td>
</tr>
</tbody>
</table>
| Describe personal hardships faced by enslaved people | **YAH Curriculum Guides**  
**Graphic Novelist** activity |
| Reflect on the importance of education in their own and slaves’ lives | **YAH Curriculum Guides**  
**Graphic Novelist** activity |
| Explain the connection between slavery and racism | **Film:** Frederick Douglass: Pathway From Slavery to Freedom |
| Evaluate Douglass’ actions in opposing slavery, racism and discrimination. | **Court of History** activity |
| Determine the extent to which Douglass was a man for his time or for all time | **Court of History** activity |
| Identify the relevance of Douglass in issues affecting young people today | **Court of History** activity |
| Explain why Douglass is considered a great American | **YAH Curriculum Guides**  
**Court of History** activity |
## Introduction to YAH Instructional Unit

<table>
<thead>
<tr>
<th>Step</th>
<th>To read or not to read?</th>
<th>Tools / resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td><strong>13-minute film clip</strong> Image freezes on Mrs. Auld, looking at Frederick, after her husband has admonished her to stop teaching Frederick to read.</td>
<td>DVD – Projected in class</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td>Teacher-led: “What will Mrs. Auld decide to do?” Students make a <strong>personal judgment</strong>, based on their sense of (<strong>present-day</strong>) ethics. Use a <strong>SECRET BALLOT</strong></td>
<td>Handout – Journal to write in; or class vote and discussion</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td><strong>Graphic Novelist activity</strong> Students create graphic novel about what happens next using 1-2 primary sources to support. Students share and comment on one another’s stories. (NON-TECH class, at front of room using 4-panel storyboards). <strong>In class/on website:</strong> 4-10 docs—primary and secondary, that students can quickly scan, click and drag, i.e., Laws, runaway slave posters, Abolitionist treatises, images, etc. <strong>Teacher background materials:</strong> Narrative in segments, time lines, selected digital archives</td>
<td>Graphic Novelist activity on <a href="http://www.youngamericanheroes.com">www.youngamericanheroes.com</a></td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
<td><strong>13-minute film clip</strong> Resolution of Reading at the Aulds; what actually happened</td>
<td>DVD – Projected in class</td>
</tr>
<tr>
<td></td>
<td>Teacher-led: “How our own interpretations, using 21st-century perspectives, can be dead wrong”</td>
<td>Document (see excerpts at left, from <em>FD Narrative of a Slave</em>)</td>
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<tr>
<td></td>
<td>Resume with narrative “In the early part of 1838…My discontent grew upon me. I was ever on the lookout for means of escape; [perhaps all the way to p. 92…] The wretchedness of slavery, and the blessedness of freedom, were perpetually before me.”</td>
<td>Document (see excerpts at left, from <em>FD Narrative of a Slave</em>)</td>
</tr>
<tr>
<td><strong>DAY 5</strong></td>
<td><strong>Court of History activity</strong> Intro and demonstrate process of selecting evidence to support argument; review 1-2 primary documents together. Students must decide whether FD is a fugitive from the law or not. They will select archival and other resources for making a case. <strong>In class/on website:</strong> 4-10 docs—primary and secondary, that students can quickly scan/highlight, click and drag, i.e., Laws, runaway slave posters, Abolitionist treatises, images, etc. <strong>Teacher background materials:</strong> Narrative in segments, time lines, selected digital archives</td>
<td>Court of History activity on <a href="http://www.youngamericanheroes.com">www.youngamericanheroes.com</a></td>
</tr>
<tr>
<td><strong>Court of History activity</strong> Students create cases, selecting evidence to support argument; review 1-2 primary documents together. <strong>Group 1:</strong> He’s a fugitive <strong>Group 2:</strong> Students prepare arguments from Abolitionist perspective</td>
<td>Court of History activity on <a href="http://www.youngamericanheroes.com">www.youngamericanheroes.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>Presentations</strong> Review and rate each others’ cases using Guide to Rating Student Cases in the Court of History</td>
<td>Court of History activity on <a href="http://www.youngamericanheroes.com">www.youngamericanheroes.com</a></td>
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</tr>
<tr>
<td><strong>Optional – view remainder of film</strong></td>
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<tr>
<td><strong>Wrap Up and Unit Assessment</strong></td>
<td><strong>Handout</strong> Unit Assessment Tool</td>
<td>DVD – Projected in class</td>
</tr>
</tbody>
</table>
TEACHER’S GUIDE
TO USING THE
YOUNG AMERICAN HEROES
CURRICULUM
**Objectives & Key Activity Descriptions**

**DAY 1**

**Objectives**

- Identify the central question(s), events or problems a historical narrative addresses.

**Activities/Procedures**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 mins</td>
<td>• Introductions</td>
</tr>
<tr>
<td>20 mins</td>
<td>• Historical Thinking Survey</td>
</tr>
<tr>
<td>5 mins</td>
<td>• Introduction to Unit</td>
</tr>
<tr>
<td>13 mins</td>
<td>• Douglass Video</td>
</tr>
</tbody>
</table>

**Materials**

- **Addendum 1**
  Historical Thinking Survey: “How do you think about history?”

- **Addendum 2**
  Video: Segment #1 (10:00)

- **Addendum 3**
  Video Guide: Segment #1 Viewing Questions

**Suggested Comments, Questions, Etc.**

- We are going to study a person who made a big impact on this country because of decisions he made when he was around the same age as you are now.

- First, let’s take a look at something called historical thinking.

- Distribute Historical Thinking survey: “How do you think about history?”

- Discuss students’ answers and reasoning

- Discuss the way historians think vs. the way we tend to look at the past through a 21st-century lens

- Introduce and show video segment #1

- Ask students for their response to the video (use suggested Video Guide: Viewing Questions) as well as:

  - What happened?
  - Who are these people?
  - What’s the conflict?
  - How did this make you feel?
  - Why?
  - What questions do you have?
## DAY 2

### Objectives & Key Activity Descriptions

#### Objectives
- Read historical narratives imaginatively.
- Assess the accuracy and credibility of historical narratives.
- Identify the author or source of a historical narrative or text, and assess motive and bias.
- Reconstruct the literal meaning of a historical passage.
- Identify relevant historical antecedents to a decision.
- Evaluate the implementation of a decision.

#### Activities/Procedures

- **10 mins:** Review/Intro
- **5 mins:** Individual SECRET BALLOT
- **30 mins:** Graphic Novelist Activity

#### Materials

- *Addendum 4* PRIMARY SOURCE document, Excerpts from *My Bondage and My Freedom*, Frederick Douglass, 1855
- SECRET BALLOT Learning to Read at the Auld’s (on page 17, make copies)
- *Addendum 5* Written Document Analysis Worksheet
- *Addendum 6* Interpreting Slave Narratives I
- *Addenda 7-11* PRIMARY SOURCE documents
- *Addendum 12* Primary Source Scaffolding Questions
- *Addendum 13* Building a Story in Graphic Novelist

---

**NOTE:** Before teaching this class:

- **Review Addendum 5:** Written Document Analysis Worksheet
  - **Review Addendum 6:** Interpreting Slave Narratives I
### DAY 2 (cont’d)

#### Objectives & Key Activity Descriptions

**Objectives**
- Read historical narratives imaginatively.
- Assess the accuracy and credibility of historical narratives.
- Identify the author or source of a historical narrative or text, and assess motive and bias.
- Reconstruct the literal meaning of a historical passage.
- Identify relevant historical antecedents to a decision
- Evaluate the implementation of a decision.

#### Suggested Comments, Questions, Etc.

- You saw the video of Frederick Douglass being taught to read by Mrs. Auld.
- Today, you're going to continue the story on your own—by predicting what happens next.
- We will break into small teams. You'll have different roles on your team—one person needs to design the story, one supports the story by finding evidence, and one does the graphics on the computer.
- You're not just writing any story—like Frederick killed Mr. Auld because he stopped him from learning how to read.
- You're going to have to choose supporting documents to support *WHY* you think what happens next happens next.
- That's the most important part—whatever you come up with, you have to support it with evidence.
- Let’s take a look together at some of the evidence you will need to examine…

Before beginning, remind students of key story elements from video seen yesterday.
DAY 2 (cont’d)

Objectives & Key Activity Descriptions

Objectives
• Read historical narratives imaginatively.
• Assess the accuracy and credibility of historical narratives.
• Identify the author or source of a historical narrative or text, and assess motive and bias.
• Reconstruct the literal meaning of a historical passage.
• Identify relevant historical antecedents to a decision.
• Evaluate the implementation of a decision.

Activities / Procedures

8 mins:
• Distribute paper copy of 1st PRIMARY SOURCE document, Excerpts from *My Bondage and My Freedom*, Frederick Douglass, 1855 (*Addendum 4*)

  [Image of document]

• Review and interpret the passages
  - Mr. Auld quote
  - Mrs. Auld quote
  - Frederick’s quote

2 mins: Distribute Individual SECRET BALLOT (make copies of form provided on next page)

What do you think will happen next?

Suggested Comments, Questions, Etc.

Interpret the passages:

1. What is different about the language used at the time?

2. Select some phrases that are different from today’s spoken or written English. What do these mean?

3. How does each person in the narrative feel about Frederick learning to read?
   - Mr. Auld
   - Mrs. Auld
   - Frederick

4. Next, using this SECRET BALLOT, I want you to write down: What do you think will happen as a result?

5. Fill out secret ballots—one or two sentences, your prediction of what Mrs. Auld will do.

When you have finished, raise your hand.
Learning to Read at the Auld’s

SECRET BALLOT:

Briefly write what you think will happen next in the story now that you have read each person’s statement:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

---------------------------------------------------------------------------------------------------------------------

Hold on to this ballot. You will return to it at a later time.
DAY 2 (cont.)

**Objectives & Key Activity Descriptions**

**Activities / Procedures**

- 15 mins: Instructions and first steps for Graphic Novelist activity on web

- Form groups of 2-3

- Hand out *Addendum 13* Building a Story in Graphic Novelist

- Have students read the descriptions of the 3 “roles” in top row of boxes (see below):
  - Coordinator/Director
  - History Detective/Researcher
  - Novel Builder

**Suggested Comments, Questions, Etc.**

- For the rest of period (and tomorrow), we will be creating our own digital stories about what happens next.

- First we will break into smaller groups. Then we’ll go to a special website, together, and examine some more primary documents that you will use to support your predictions and help tell your story.

- We’ll use tools on the special website to create our own versions of what happens next—using images from the film we saw to create storyboards in a Graphic Novelist activity. We will also use primary source documents to create a 4-frame story, a graphic novel, about what happens NEXT.

- This sheet shows the 3 things your team will need to do in order to create your graphic novel together.

- There are 3 important roles—one for each member of team.

- Each role is **critical** to your team’s ability to complete activity. They are:
  - Coordinator/Director
  - History Detective/Researcher
  - Novel Builder

---

**Building a Story in Graphic Novelist**

**Now that you’ve ‘seen the scene,’ finish the story—what do you think happened?**

Select a **Role:** on your team for creating a Graphic Novel

<table>
<thead>
<tr>
<th>Coordinator/Director</th>
<th>History Detective/Researcher</th>
<th>Novel Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate a ‘story board’—a rough sketch of the frames and actions in your Graphic Novel</td>
<td>Select and defend primary sources that support your story and make it ‘historically plausible (possible)’</td>
<td>On the youngamericanheroes.com website, in the Graphic Novelist tool, construct the frames of your Graphic Novel using Images, Speech Bubbles and Primary Source Documents</td>
</tr>
</tbody>
</table>
DAY 2 (cont.)

Objectives & Key Activity Descriptions

- Distribute copies of remaining 5 PRIMARY SOURCE documents you will need for the Graphic Novelist activity:

They are Addenda 7-11

7. Negro Children Speak, 1834
8. The Virginia State Statute Prohibiting Teaching Slaves to Read
9. A Slave Narrative of John W. Fields, Age 89
10. Public Sale of Slaves -broadside poster ►
11. Inspection & Sale of a Negro ►

Also see Addendum 12 Primary Source Scaffolding Questions

Suggested Comments, Questions, Etc.

- Let’s review these documents together…

(See next page for suggested scaffolding questions)
# DAY 2 (cont.)

**Objectives & Key Activity Descriptions**

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIMARY SOURCE documents:</strong></td>
<td>Primary Source Scaffolding questions—See page 47 for chart indicating how each of these documents either a) makes decision (e.g., to teach) more plausible, b) makes it less plausible, or c) is unrelated to the decision.</td>
</tr>
</tbody>
</table>
| - *Negro Children Speak* | • What about this document tells you that the Negro children are actually speaking?  
|  | • What are the Negro children saying?  
|  | • How does this relate to Frederick’s situation?  |
| - *The Virginia State Statute Prohibiting Teaching Slaves to Read* | • NOTE: A statute is a law. Who would be breaking this law in Section 4 of the statute? Give an example___________.  
|  | • Who would be breaking this law in Section 5 of the statute? Give an example___________.  
|  | • Who would be breaking this law in Section 6 of the statute? Give an example___________.  |
| - *A Slave Narrative of John W. Fields, Age 89* | • John Fields says, “Our ignorance was the greatest hold the South had on us.” Why was ignorance a powerful force in keeping people in slavery?  
|  | • How does this impact people today? Are there places in the United States or the world where people are kept in ignorance?  
|  | • Mr. Fields also states, “An offender guilty of this crime was subjected to very harsh punishment.” How would this affect a person’s decision to help a slave to read or not to help?  
|  | • Why would someone decide to act in violation of these laws?  
|  | • Mr. Fields said, “It was not until after I ran away that I knew that they sold anything but slaves, tobacco and whiskey.”  |
| - *Public Sale of Slaves -broadside poster* | • Look at the posters in the Graphic Novelist primary source gallery. How would a slave who was unable to read interpret these posters?  
|  | • How would a non-literate person like a young Mr. Fields view this poster?  
|  | • Would seeing such a poster make a slave want to learn to read?  
<p>|  | • How would an African-American react to this poster?  |</p>
<table>
<thead>
<tr>
<th>DAY 2 (cont.)</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives &amp; Key Activity Descriptions</strong></td>
<td><strong>PLEASE DON’T TOUCH YOUR KEYBOARDS UNTIL YOU HAVE WATCHED ME DEMONSTRATE FIRST!</strong></td>
</tr>
</tbody>
</table>

**Materials/Handouts:**
- Rubric for Creating Graphic Novel, p. 23
- Rubric for Evaluating Graphic Novel, pp. 25-27

Using the **Graphic Novelist tools**, Teacher/Mentor should briefly model the use of the tool for the whole class.

Go to your Web browser, type in [www.youngamericanheroes.com](http://www.youngamericanheroes.com)

**At least a week in advance, set up your Educator account and your private classroom in advance (See Educator Video #2: Setting Up An Educator Account.)**

On home page, click on **FOR EDUCATORS**

- Click on CREATE A TEACHER ACCOUNT
- Fill in all fields and click on SUBMIT REGISTRATION link at bottom of page
- You will get confirmation of your account within three business days. Your email address will be your login name.
- Follow directions to set up a classroom for your students

**NOTE:** The Classroom ID and password are what students will need to use when they sign up for their own accounts.

**Suggested Comments, Questions, Etc.**

- Go to your Web browser
- Type in [www.youngamericanheroes.com](http://www.youngamericanheroes.com)
  
  **NOTE:** No spaces between words.

- At top of home page, CLICK on “Sign Up”
- Type in our Classroom ID and Class Password
  
  - Type in first name
  - Type in first letter of your last name
  
  - Make up a password *(or give them a password)*

  YOU MUST WRITE THESE DOWN—THE COMPUTER WILL NOT REMEMBER FOR YOU. Both are case sensitive!

- Once you are signed in, CLICK on “Choose a Hero” on the page that appears.

- Now CLICK on Frederick Douglass in the timeline.

You should see a page with a picture of Frederick Douglass and a short description of his life.

- CLICK on the button that says “Create Project”
- Now CLICK on “Create Project About Frederick Douglass.”

- Now CLICK on Graphic Novelist. This brings you to a page that shows 4 steps for creating a new graphic novel.

- Read the 4 steps.

Watch the video. What do you think should happen next?
**DAY 2 (cont.)**  
**Objectives & Key Activity Descriptions**

Demonstrate all of the activity options:
- Left character
- Right character
- Backgrounds
- Speech bubbles
- Thought bubbles

**Suggested Comments, Questions, Etc.**

CLICK on “Now Create a Story” and tell how you think the story could or should turn out.

Demonstrate all of the activity options:
- Left character
- Right character
- Backgrounds
- Speech bubbles
- Thought bubbles

Note that you can put only one background, one left character, one right character, and one bubble in any single panel. *See FAQ’s page or training videos for more information on how Graphic Novelist panels work.*

CLICK on “Support Your Story” to reveal all primary source documents and demonstrate how to drag one of the lower images onto a blank panel.

Show that there is an upper and a lower bar for typing in text (above and below images)

**DO NOT** EVER HIT BACK BUTTON—that will kick you off the site and you will lose all of your work

To go back to your graphic novel, CLICK on “Story Set Up”

To go back to primary documents, CLICK on “Support Your Story”

NOW, reiterate that each of the 3 jobs is important:
- Coordinator/Director,
- History Detective/Researcher;
- Novel Builder

**ALSO** -- It is critical that your team make all decisions before you start to create your graphic novel, i.e., In one sentence you should be able to answer:
1. What is our story?
2. What 2 primary documents are you going to use as evidence/proof to support your story?

Before you start, let’s go over some criteria for what will make a successful story…

Give very clear criteria for what should be in a story:
Handout and Review

*Rubric for Guiding/Evaluating Students’ Graphic Novel Stories* (on next page)
Rubric for guiding creation of students’ Graphic Novel stories

MAKE SURE YOU INCLUDE:

1. The character’s decision – The decision should be in response to the dilemma (e.g. To read or not to read?), not something unrelated.

2. Reasons for the decision – Speech bubbles, thought bubbles or captions should clearly indicate the character’s reasons for making the decision he/she has.

3. Coherence – As a reader can you make sense of what happens from frame to frame?

4. Dramatic interest – Does the scene grab a reader? Does it have a satisfying conclusion?

5. Supporting documents – Have you chosen one or two documents that you think support the character’s decision?

6. Explanation of supporting documents – Have you successfully explained how the document(s) support the decision?
DAY 2 (cont.)

Sketch out your story on paper first. Then, AND ONLY THEN, begin to create your graphic novel.

START WRITING OUT YOUR STORY…

5 min. into exercise interrupt:

REMINDER: You should all have decided what your story is and WRITTEN IT DOWN as one sentence.

10 min. into exercise interrupt:

REMINDER: You should have one person checking primary source documents and other one/two people working on putting the GRAPHIC novel visuals into your story frames.

BE SURE TO Check the criteria for student stories—make sure you have met these.

5 min. before end of exercise interrupt:

REMINDER: Your story will NOT save UNLESS you either…
- CLICK ON the “Save for Later” button or
- CLICK ON the “Share Story” button – if you don’t, you will lose all of your work

At end of exercise, CLICK on “Share Story” to post Graphic Novels to website

If you choose to “Save for Later” you will be able to go to a page showing your work in progress and you can go into your saved work and add more content. Then you can either save for later again, or…

CLICK ON “Share Story”
Add title and CLICK on “Submit to Gallery”

Set up for next day: SHARE STORIES & COMMENT/VOTE

Distribute handout (see next page)
Rubric for guiding/evaluating Graphic Novel stories

Tomorrow we are going to look at each other’s stories and vote on which are the best.

We will use specific criteria for what makes a successful story. Let’s REVIEW THOSE CRITERIA for what we are looking for… and some ground rules for comments.
DAY 2 (cont.)

Rubric for guiding/evaluating Graphic Novel stories

Things to consider when rating stories:

1. The character’s decision. The decision should be in response to the dilemma (e.g. *To read or not to read?*), not unrelated.
2. Reasons for the decision: Speech bubbles, thought bubbles or captions should clearly indicate the character’s *reasons* for making the decision he/she has.
3. Coherence – As a reader can you make sense of what happens from frame to frame?
4. Dramatic interest – Does the scene grab a reader? Does it have a satisfying conclusion?
5. Supporting documents – Has the author chosen one or two documents that you think support the character’s decision?
6. Explanation of supporting documents – Has the author successfully explained *how* the document(s) support the decision? (A reviewer should find the explanation convincing or believable, or if not, should explain why not.)

Background questions for students to consider:

- What makes for a BELIEVABLE story or explanation? When do you think that an explanation is unbelievable?
- Why are some explanations or stories better than others when you try to explain why people in the past acted like they did?
- How can you support your explanations about people in the past? What kind of evidence can you use?
- What are the criteria for a good explanation when you explain how people in the past behaved?
NOW… together as a group

Go to [www.youngamericanheroes.com](http://www.youngamericanheroes.com)

**Step 1**
- Type in our Classroom ID and Class Password
- Type in your first name and password

**Step 2**
In the *Graphic Novelist*, click on *See More Stories* and *Browse Stories*

**Step 3**
Click on a story to view it, and use the arrows next to the image to advance through the story

**Step 4**
What do you think about the story? Is it believable?

How well did the author use primary sources?

Give it a star rating and click on *Post a comment* to leave your thoughts.
DAY 2 (cont.)

Building a Story in Graphic Novelist

Now that you’ve ‘seen the scene,’ finish the story—what do you think happened?

Select a Role: on your team for creating a Graphic Novel

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<tr>
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<tr>
<td>Coordinate a ‘story board’—a rough sketch of the frames and actions in your Graphic Novel</td>
<td>Select and defend primary sources that support your story and make it ‘historically plausible (possible)’</td>
<td>On the youngamericanheroes/yah.com website, in the Graphic Novelist tool, construct the frames of your Graphic Novel using Images, Speech Bubbles and Primary Source Documents</td>
</tr>
<tr>
<td>Coordinate a basic story with your team</td>
<td>Which 2 Primary Source documents support or connect to your story?</td>
<td>Which characters are needed to build the story?</td>
</tr>
<tr>
<td>What is the sequence (what comes first, next, next, etc?)</td>
<td>Select Mr. Auld, Mrs. Auld or Frederick</td>
<td>Whose perspective are you taking?</td>
</tr>
<tr>
<td>Work with your team members to put the pieces together—do you have a PLAUSIBLE story?</td>
<td>What were the legal issues related to the choices of your characters?</td>
<td>What kinds of comments or thoughts would the characters be saying or thinking?</td>
</tr>
<tr>
<td></td>
<td>HINT: See the VA Prohibitions</td>
<td></td>
</tr>
</tbody>
</table>

Using the Graphic Novelist tools:

Go to: [http://www.youngamericanheroes.com](http://www.youngamericanheroes.com)

Type in Classroom ID and Password

Click on: GRAPHIC NOVELIST

- SIGN UP → Type in your first name & Password—Write it down: it CANNOT be sent to you!
- Now, LOGIN (you’ll see your username appear at the top of the page)
- Click on GRAPHIC NOVELIST
- CREATE A STORY
- NOW CREATE THE STORY
- ‘LEFT’ or ‘RIGHT’ CHARACTERS to put into the box (single-click—no need to drag)
- Add SPEECH BUBBLES or BACKGROUNDS using the same technique
- Consult with your History Detective/Research partner

DO NOT use the browser ‘Back’ button, or you’ll lose your work!

Use the ‘Previous Panel’ or ‘Next Panel’ buttons to keep creating your story

Now: SUPPORT YOUR STORY. VIEW the documents before you choose how to support your story

→ SEE instructions on the page!

Once you have supported your story, either ‘SAVE FOR LATER’ to be able to go back and edit or ‘SHARE STORY’ and GIVE YOUR STORY A TITLE, then

SUBMIT TO GALLERY
### DAY 3

#### Objectives & Key Activity Descriptions

**Objectives**
- Create narratives that incorporate data from a variety of sources.
- Identify & establish temporal structure in constructing historical narratives.
- Draw comparisons across eras and regions in order to define enduring issues.
- Formulate a position or course of action on an issue.

#### Activities/Procedures

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>• Review, Login to YAH.com</td>
</tr>
<tr>
<td>25 mins</td>
<td>• Students present &amp; comment on each others’ stories/scenarios in Graphic Novelist</td>
</tr>
<tr>
<td>10 mins</td>
<td>• View Video Segment #2 (10:00)</td>
</tr>
<tr>
<td>5 mins</td>
<td>• Select teams and Introduce Court of History--</td>
</tr>
</tbody>
</table>

   Tomorrow, prepare a case using primary & secondary sources

**Materials:**
- Rubric for guiding/evaluating Graphic Novel stories, pp25-27
- Addendum 14: Video Frederick Douglass-Pathway From Slavery to Freedom Segment #2 (10 min.)

#### Suggested Comments, Questions, Etc.

Look at the “Story Rubrics” and “Matrix”

**Did your** Graphic Novel:
- Include primary sources to support what you think happened?
- Make reference to the laws and conditions of the time period?
- Include a discussion of the differences between regions?
- Review 1 or 2 stories as a class, then....
- Let’s see what actually did happen....
  - View Video Segment #2 (10:00)
  - Discuss

**Introduction to Court of History Activity:**
- We’ve seen how our own interpretations, using our own 21st Century perspectives, can be dead wrong.
- Now that we are more aware of this, we are going to sharpen our own historical thinking skills by once again using primary & secondary sources, this time, in a Court of History

In 1838, Frederick Douglass escaped from slavery to freedom. He was never tried in court for being a 'Runaway.' We are going to hold that trial.
<table>
<thead>
<tr>
<th><strong>Objectives &amp; Key Activity Descriptions</strong></th>
<th><strong>Suggested Comments, Questions, Etc.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Go to your web browser</td>
<td>We will use a second activity on the Young American Heroes website to build our cases and present them online.</td>
</tr>
<tr>
<td>- Type in <a href="http://www.youngamericanheroes.com">www.youngamericanheroes.com</a></td>
<td>We’ll divide into small teams of 2-3 and each team will prepare one or the other side of the argument.</td>
</tr>
<tr>
<td>- Click on Court of History</td>
<td>Here are the two sides in…</td>
</tr>
<tr>
<td>Or go directly to</td>
<td>The Case of Frederick Douglass:</td>
</tr>
<tr>
<td>and have class read along with you…</td>
<td><strong>The argument:</strong> As a runaway slave, Douglass was a fugitive from the state laws that protected the property of slave owners.</td>
</tr>
<tr>
<td></td>
<td>B) The Defense: Abolitionist Defense of Slave Seeking Freedom and Civil Liberty</td>
</tr>
<tr>
<td></td>
<td><strong>The argument:</strong> Slavery is unjust and Douglass was simply a human being seeking basic civil liberty</td>
</tr>
<tr>
<td></td>
<td>To make your case, each side will:</td>
</tr>
<tr>
<td></td>
<td>1) Choose evidence from the library of primary and secondary sources from the 1800s.</td>
</tr>
<tr>
<td></td>
<td>2) Explain why that evidence supports your case.</td>
</tr>
<tr>
<td></td>
<td>3) Submit your case to be published here for others to view and discuss.</td>
</tr>
<tr>
<td></td>
<td>Tomorrow we’ll go over step by step how to do all of this.</td>
</tr>
</tbody>
</table>
### DAY 4

<table>
<thead>
<tr>
<th>Objectives &amp; Key Activity Descriptions</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
</tr>
<tr>
<td>A. Reconstruct multiple points of view on an event or problem.</td>
<td></td>
</tr>
<tr>
<td>B. Formulate questions</td>
<td></td>
</tr>
<tr>
<td>C. Assess the credibility of historical arguments and stories</td>
<td></td>
</tr>
<tr>
<td>• Cite evidence in support of historical narratives and arguments</td>
<td></td>
</tr>
<tr>
<td>• Evaluate alternative courses of action.</td>
<td></td>
</tr>
</tbody>
</table>

| 5 mins: | **Review** criteria for building a case. |
| 5 mins: | **Demonstrate** process online in *Court of History* for highlighting, dragging & dropping evidence from documents in source archives. |
| 35 mins: | **Preparation** of witnesses and evidence using primary & secondary sources in the *Court of History* |

*The prosecution will argue by the state laws of Maryland that Douglass should be considered and tried as a fugitive from justice. The defense will argue that slavery is unjust and Douglass was simply a human being seeking basic civil liberty.*


### Materials/Handout to Distribute –

*Addendum 17. Guide to rating cases in the *Court of History*

*Your Case needs to include:*  
- Plausible witnesses.  
- Plausible evidence.  
- Convincing arguments.  
- Evidence to counter the opposing case.  
- Evidence sufficient to represent the issues of the historical period.*
### Objectives & Key Activity Descriptions

To make your case, each side will:

1) Choose evidence by reading the primary and secondary sources from the 1800s and deciding which specific parts you will reference. You need to use the source documents from the website to support your position.

2) Explain why that evidence supports your case.

3) Submit your case to be published in the Court of History for others to view and discuss.

Same log on procedure as used for Graphic Novelist;

Select Court of History

**Demonstrate process online for how to find, view and manipulate the documents, images, etc.**

- How to choose evidence: you are able to scroll through documents, images, and witness statements. Each has a pop up window with a transcript where applicable and an explanatory text.

- You can enlarge an area of the primary document, and even use a tool to draw on it to bring the viewer's attention to a particular place in the image or text that you think is critical to your argument.

- For each item of evidence you choose, you will need to explain why that evidence supports your case. You must type your explanation in the text bar. Or you can record your speaking voice.

- Finally, when you are finished stating your case and explaining why the evidence you selected supports your argument, you can choose a music soundtrack, give your case a title, and submit the case to the gallery where it can be seen by the rest of us.
### Addendum 17. Guide to rating cases in the Court of History

<table>
<thead>
<tr>
<th>Objectives &amp; Key Activity Descriptions</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s review again the Guide to rating cases in the Court of History.</td>
<td></td>
</tr>
</tbody>
</table>

As you are creating your case, think about how you will meet these criteria. These are the criteria we will use for evaluating and commenting on each case:

- Did the attorneys use primary documents that pertained to this side of the case?

- Was there a sufficient number of pieces of evidence?

- Did the attorneys give a good explanation of each piece of evidence?

- Was the argument convincing? Why or why not?

Tomorrow, we will rate and comment on each other’s cases.
## DAY 5

<table>
<thead>
<tr>
<th>Objectives &amp; Key Activity Descriptions</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>Log on to Court of History and begin review of students’ cases.</td>
</tr>
<tr>
<td>• Identify relevant historical antecedents to a decision.</td>
<td>Before you comment, make sure you refer to the Guide for rating cases…</td>
</tr>
<tr>
<td>• Compare and contrast differing historical ideas and perspectives.</td>
<td>Does the Case presented include:</td>
</tr>
<tr>
<td>• Explain the importance of the individual and the influence of ideas.</td>
<td>• Plausible witnesses?</td>
</tr>
<tr>
<td></td>
<td>• Plausible evidence?</td>
</tr>
<tr>
<td><strong>Activities / Procedures</strong></td>
<td>• Convincing arguments?</td>
</tr>
<tr>
<td>5 mins: • Review criteria</td>
<td>• Evidence to counter the opposing case?</td>
</tr>
<tr>
<td>25 mins: • Presentation/review of students’ cases in the Court of History</td>
<td>• Evidence sufficient to represent the issues of the historical period?</td>
</tr>
<tr>
<td>A) Plaintiff: Douglass as Fugitive From Law &amp; Justice</td>
<td>Let’s review 1 or 2 together as a class…. How well did these lawyers meet our criteria?</td>
</tr>
<tr>
<td>B) Defense: Abolitionist Defense of Slave Seeking Freedom</td>
<td>Students review cases online and judge success of arguments, persuasive use of evidence, writing their comments online.</td>
</tr>
<tr>
<td>5 mins: • Wrap up-Summary of unit, links to other areas of study, further exploration of YAH website resources, etc,</td>
<td></td>
</tr>
<tr>
<td>10 mins: • Unit Assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Materials/Handouts:**

- Addendum 17. Guide to rating student cases in the Court of History

- Addendum 18. Unit Assessment Tool (Optional)

- Addendum 16. DVD Frederick Douglass-Pathway From Slavery to Freedom Segment #3 (10 min.)
### DAY 5 (cont’d)

<table>
<thead>
<tr>
<th>Objectives &amp; Key Activity Descriptions</th>
<th>Suggested Comments, Questions, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: In addition to arguing the case</td>
<td>If you want to log on at home or</td>
</tr>
<tr>
<td>about Frederick Douglass as a fugitive</td>
<td>at the library, you can continue</td>
</tr>
<tr>
<td>from justice, students can use the</td>
<td>to review and comment on cases.</td>
</tr>
<tr>
<td>website and digital primary sources to</td>
<td></td>
</tr>
<tr>
<td>argue a case on any topic relating to</td>
<td></td>
</tr>
<tr>
<td>Frederick Douglass, slavery, or</td>
<td></td>
</tr>
<tr>
<td>emancipation.</td>
<td></td>
</tr>
<tr>
<td><strong>Option:</strong> View DVD Frederick</td>
<td></td>
</tr>
<tr>
<td>Douglass-Pathway From Slavery to</td>
<td></td>
</tr>
<tr>
<td>Freedom Segment #3 (10 min.)</td>
<td></td>
</tr>
</tbody>
</table>

**Wrap up -- what we’ve learned…**

1. What have you learned about slavery? The Abolitionist movement?
2. How did FD’s reaction and action to literacy become a major force in U.S. history?
3. How did FD’s stance on discrimination evolve over his lifetime?
4. Was Douglass “a man for his time” or “a man for all time”?

**OPTIONAL:** Distribute *Addendum 18.*

**Day 5 -- Unit Assessment Tool**

“Things were different back then…”

**Unit Assessment**

Please take the next 10 minutes to answer these questions about what we’ve covered this past week…
ADDENDA

Mapped to Week-long Curriculum Unit
ADDEDNDUM 1 – Historical Thinking Survey

How do you think about history?

Until the 1900s, most children in the U.S. didn’t have to go to school. When public schools started in big cities, many people didn’t want to send their children to them.

Imagine it’s 1862, in New York. Mary Mulvahill, an Irish immigrant mother, says to school officials:

You won’t take my child and put her in public school!

1. Which two statements do you think probably best explains Mrs. Mulvahill’s decision?

Check the TWO you think are best:

- Mrs. Mulvahill was a bad mother; good mothers want their children to get an education.
- Irish immigrants were Catholic, and they liked their own religious schools.
- Irish immigrants were poor and uneducated, and probably didn’t know that school was important.
- Mothers, as a general rule, don’t like to be apart from their children.
- To make ends meet, lots of poor immigrant families needed everyone in the family to work.
- This was almost 150 years ago -- people back then didn’t know better.
How do you think about history?

2. How do the statements you chose explain Mrs. Mulvahill’s decision? Write your answer here:
ADDENDUM 2.

Video Segment #1
*Frederick Douglass-Pathway From Slavery to Freedom* (10 min.)

This can be downloaded from the Young American Heroes website. Go to the
FOR EDUCATORS: TEACHERS AND MENTORS page and click on CURRICULUM & RESOURCE GUIDES.

Then click on CURRICULUM and mid-way down the page under “Downloads” click on “Video segments linked to Classroom Curriculum.”
ADDENDUM 3.

Video Guide: Segment #1 Viewing Questions
_Frederick Douglass--Pathway From Slavery to Freedom_

Frederick was born in: __________________________________________. He died never knowing exactly what year. (county, state)

Frederick was raised by his ____________________________, but had little contact with his ____________________________. His father was thought to be _______________________.

Frederick identifies 3 ways slave owners kept people enslaved. List these below:

a) b) c)

Frederick was sent to live with the Auld family in _______________________________.

(city)

This changed his view of the world. The city was a very different experience from the plantation. Frederick’s duties for the Auld family were to:

What happened in the Auld’s home that changed Frederick’s life?

How did Mrs. Auld and Mr. Auld differ on the issue of teaching Frederick?
ADDENDUM 4.

Excerpts from *My Bondage and My Freedom*, Frederick Douglass, 1855

**Frederick Douglass Talking About Mrs. Auld:**

[Mrs. Auld] was kind, gentle and cheerful. I asked her to teach me to read; and, without hesitation, the dear woman began the task, and very soon, by her assistance, I was master of the alphabet, and could spell words of three or four letters. My mistress seemed almost as proud of my progress, as if I had been her own child. She exultingly told [Mr. Auld] of the aptness of her pupil. My mistress was suddenly checked in her benevolent design, by the strong advice of her husband. In faithful compliance with this advice, the good lady had not only ceased to instruct me, herself, but had set her face as a flint against my learning to read by any means.

**Frederick Douglass Talking About Mr. Auld:**

Master Hugh [Auld] unfolded to [Mrs. Auld] the true philosophy of slavery, and the peculiar rules necessary to be observed by masters and mistresses. Mr. Auld promptly forbade the continuance of her instruction; telling her, in the first place, that the thing itself was unlawful; that it was also unsafe, and could only lead to mischief. He said, “Learning would spoil the best nigger in the world”; “it would forever unfit him for the duties of a slave”; and “If you learn him now to read, he’ll want to know how to write; and, this accomplished, he’ll be running away with himself.”

**Frederick Douglass Talking About himself:**

“Very well,” thought I; “knowledge unfits a child to be a slave.” From that moment I understood the direct pathway from slavery to freedom. Wise as Mr. Auld was, he evidently underrated my comprehension. He wanted me to be a slave; I had already voted against that. The very determination which he expressed to keep me in ignorance, only rendered me the more resolute in seeking intelligence. I used to carry a copy of Webster’s spelling book in my pocket; and, when sent of errands, or when play time was allowed me, I would step, with my young friends, aside, and take a lesson in spelling. I generally paid my tuition fee to the boys, with bread. For a single biscuit, any of my hungry little comrades would give me a lesson more valuable to me than bread.

ADDENDUM 5. Written Document Analysis Worksheet

### Written Document Analysis Worksheet

<table>
<thead>
<tr>
<th>1. TYPE OF DOCUMENT (Check one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Newspaper</td>
</tr>
<tr>
<td>○ Letter</td>
</tr>
<tr>
<td>○ Patent</td>
</tr>
<tr>
<td>○ Memorandum</td>
</tr>
<tr>
<td>○ Map</td>
</tr>
<tr>
<td>○ Telegram</td>
</tr>
<tr>
<td>○ Press Release</td>
</tr>
<tr>
<td>○ Report</td>
</tr>
<tr>
<td>○ Advertisement</td>
</tr>
<tr>
<td>○ Congressional Record</td>
</tr>
<tr>
<td>○ Census Report</td>
</tr>
<tr>
<td>○ Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Interesting Letterhead</td>
</tr>
<tr>
<td>○ Notations</td>
</tr>
<tr>
<td>○ Handwritten</td>
</tr>
<tr>
<td>○ &quot;RECEIVED&quot; stamp</td>
</tr>
<tr>
<td>○ Typed</td>
</tr>
<tr>
<td>○ Other</td>
</tr>
</tbody>
</table>

| 3. DATE(S) OF DOCUMENT:                                               |

<table>
<thead>
<tr>
<th>4. AUTHOR (OR CREATOR) OF THE DOCUMENT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITION (TITLE):</td>
</tr>
</tbody>
</table>

| 5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?                         |

<table>
<thead>
<tr>
<th>6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.) Limit response for each question to 3 lines of text</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. List three things the author said that you think are important:</td>
</tr>
<tr>
<td>B. Why do you think this document was written?</td>
</tr>
<tr>
<td>C. What evidence in the document helps you know why it was written? Quote from the document.</td>
</tr>
<tr>
<td>D. List two things the document tells you about life in the United States at the time it was written.</td>
</tr>
<tr>
<td>E. Write a question to the author that is left unanswered by the document:</td>
</tr>
</tbody>
</table>

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408

\[Palace3\PermData\Young American Heroes\Curriculum for FD\YAH Curriculum_Teacher's Guide- v11.doc \- 41 -\]
ADDENDUM 6. Interpreting Slave Narratives I

**Standards Correlations:**
This lesson correlates to the National History Standards.
- Era 5 - Civil War and Reconstruction (1850-1877)
  - Standard 1A - Demonstrate understanding of how the North and South differed and how politics and ideologies

**Interpreting Slave Narratives I**
Frederick Douglass’ three autobiographies, *Narrative of the Life of Frederick Douglass* and *My Bondage and My Freedom*, and *Life and Times of Frederick Douglass* provide unique and well-articulated insights into slave life and his own responses to the conditions of his life.

**Excerpts from My Bondage and My Freedom, Frederick Douglass, 1855**

To interpret the narratives:
What is different about the language usage of the time? Which words are different from today?

Select some phrases that are different from today’s spoken or written English

What do these mean?

How does each person in the narrative feel about Frederick learning to read?

[Mrs. Auld] was kind, gentle and cheerful. I asked her to teach me to read; and, without hesitation, the dear woman began the task, and very soon, by her assistance, I was master of the alphabet, and could spell words of three or four letters. My mistress seemed almost as proud of my progress, as if I had been her own child. She exultingly told [Mr. Auld] of the aptness of her pupil.

**Mrs. Auld:**

Master Hugh [Auld] unfolded to [Mrs. Auld] the true philosophy of slavery, and the peculiar rules necessary to be observed by masters and mistresses. Mr. Auld promptly forbade the continuance of her instruction; telling her, in the first place, that the thing itself was unlawful; that it was also unsafe, and could only lead to mischief. He said, “Learning would spoil the best nigger in the world;” “it would forever unfit him for the duties of a slave;” and “If you learn him now to read, he’ll want to know how to write; and, this accomplished, he’ll be running away with himself.”

**Mr. Auld:**

“Very well,” thought I; “knowledge unfits a child to be a slave.” From that moment I understood the direct pathway from slavery to freedom. Wise as Mr. Auld was, he evidently underrated my comprehension. He wanted me to be a slave; I had already voted against that. The very determination which he expressed to keep me in ignorance, only rendered me the more resolute in seeking intelligence.

**Frederick:**
ADDENDUM 7.

Accessed on May 27, 2008 from:
http://dlxs.library.cornell.edu/cgi/t/text/pageviewer-idx?c=mayantislavery;idno=02817607;view=image;seq=1

NEGRO CHILDREN SPEAK, 1834

Questions:
What about the document tells you that the ‘Negro Children’ are actually speaking?

What are the ‘Negro children saying’?

How does this relate to Frederick’s situation?

2d. Dear school-master, I now inform you in these few lines that what we are studying for is to try to get the yoke of slavery broke and the chains parted asunder and slave holding cease for ever. O that God would change the hearts of our fellow men.

_________ _________, aged twelve years.

4th. Dear Sir. –This is to inform you that I have two cousins in slavery who are entitled to their freedom. They have done everything that the will requires and now they want them let go. They talk of selling them down the river. If this was your case what would you do? Please give me your advice.

_________ _________, aged ten years.

2d:

4th.
ADDENDUM 8. The Virginia State Statue Prohibiting Teaching Slaves to Read
Retrieved from:
*Up From Slavery: A Documentary History of Negro Education*
Compiled By Rudolph Lewis

THE GENERAL ASSEMBLY OF VIRGINIA PROHIBITS THE TEACHING OF SLAVES,
FREE NEGROES, OR MULATTOES TO READ OR WRITE, 1831

4. Be it further enacted, That all meetings of free negroes or mulattoes, at any school-
house, church, meeting-house or other place for teaching them reading or writing, either in the day or
night, under whatsoever pretext, shall be deemed and considered as an unlawful
assembly; and any justice
of the county or corporation, wherein such assemblage shall be, either from his own knowledge, or on the
information of others, of such unlawful assemblage or meeting, shall issue his warrant, directed to any
sworn officer or officers, authorizing him or them, to enter the house or houses where such unlawful
assemblage or meeting may be, for the purpose of apprehending or dispersing such free negroes or
mulattoes, and to inflict corporal punishment on the offender or offenders, at the discretion of any justice
of the peace, not exceeding twenty lashes.

5. Be it further enacted, That if any white person or persons assemble with free negroes or mulattoes, at
any schoolhouse, church, meeting-house, or other place for the purpose of instructing such free negroes or
mulattoes to read or write, such person or persons shall, on conviction thereof, be fined in a sum not
exceeding fifty dollars, and moreover may be imprisoned at the discretion of a jury, not exceeding two
months.

6. Be it further enacted, That if any white person for pay or compensation, shall assemble with any slaves
for the purpose of teaching, and shall teach any slave to read or write, such person, or any white person or
persons contracting with such teacher so to act, who shall offend as aforesaid, shall, for each offence, be
fined at the discretion of a jury, in a sum of not exceeding fifty dollars, and moreover may be imprisoned on an information or indictment.

7. The judges of the superior courts of law, and the attorneys prosecuting for the commonwealth, in the
county and corporation courts, are hereby required to give this act in charge to their several grand juries.

8. This act shall be in force from the first day of June next.

*Supplement to the Revised Code of the Laws of Virginia, Richmond, 1833, chapter 186.*

Guiding questions (in pairs or teams, read each section carefully)  NOTE: A statute is a state law.

Who would be breaking the law in Section 4 of the statute? _________________________________

Who would be breaking the law in Section 5 of the statute? _______________________________.

for example: _______________________________.

Who would be breaking the law in Section 6 of the statute? _______________________________.

for example: _______________________________.

---

"Young American Heroes"
ADDENDUM 9. A Slave Narrative of John W. Fields, Age 89

Library of Congress
Slave Narrative, John H. Fields: [http://memory.loc.gov/ammem/snhtml/snvoices01.html](http://memory.loc.gov/ammem/snhtml/snvoices01.html)

John W. Fields, Age 89

"In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of fifty dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey. Our ignorance was the greatest hold the South had on us. We knew we could run away, but what then? An offender guilty of this crime was subjected to very harsh punishment."

Guiding questions:

John Fields says “Our ignorance was the greatest hold the South had on us.”
Why was ignorance a powerful force in keeping people in slavery?

How does this impact people today? Are there places in the United States or the world where people are kept in ignorance?

Mr. Fields also states, “An offender guilty of this crime was subjected to very harsh punishment.”
How would this impact a person’s decision to help a slave to read or not?

Why would someone decide to act in violation of these laws?

Mr. Fields said, “it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey.”
ADDENDUM 10. Public Sale of Slaves—Broadside Poster

Look at the posters in the Graphic Novelist Primary Source Gallery—how would a slave unable to read interpret these posters?

**PRIMARY SOURCE IMAGES in the Graphic Novelist**

**Public Sale of Slaves—Broadside poster**

**Guiding questions:**

How would a non-literate person like a young John Fields view this poster?

Would seeing such a poster make a slave want to learn to read?

ADDENDUM 11. *Inspection and Sale of a Negro*

**Guiding question:**

How would a person in slavery react to this image?
ADDENDUM 12. **Primary Source Scaffolding Questions**

How do particular sources make characters’ historical decisions either more plausible or less plausible?

**Q:** What’s the definition of **plausible**?

If something is believable, it might be plausible. If there were some reason to believe the claim, it might be plausible.

**Q:** If you missed half a day of school, what would be your best evidence so that you might be believed?

**Q:** What type of evidence **wouldn’t** be plausible?

Some historical evidence might be more plausible than other evidence. The sources listed below support different choices historical figures made?

**Q:** Looking at the evidence, what **course of action** would be most plausible?

Some selected examples:

<table>
<thead>
<tr>
<th>Choice made—course of action</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Auld continues teaching Frederick</td>
<td>Negro children speak</td>
</tr>
<tr>
<td>Mrs. Auld doesn’t continue teaching Frederick</td>
<td>Negroid teaching (different perspective)</td>
</tr>
</tbody>
</table>

Think about the documents you have just read.

**Q:** Which would have more bearing on Mrs. Auld’s choices and decision?

Now rate the following evidence that would make each **course of action plausible or not:**

<table>
<thead>
<tr>
<th>Choice made—course of action</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas pursues an education</td>
<td>Negro children speak</td>
</tr>
<tr>
<td>Douglas gives up on education</td>
<td></td>
</tr>
</tbody>
</table>


ADDENDUM 13.

Building a Story in Graphic Novelist

Now that you’ve seen the scene, you can finish the story—**what do you think happened next?**

Select a role on your team for creating a Graphic Novel

<table>
<thead>
<tr>
<th>Coordinator/Director</th>
<th>History Detective/Researcher</th>
<th>Novel Builder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinate a “story board”—a rough sketch of the frames and actions in your Graphic Novel</td>
<td>Select and defend primary sources that support your story and make it “historically plausible (possible)”</td>
<td>On the youngamericanheroes/yah.com website, in the Graphic Novelist tool, construct the frames of you Graphic Novel using Images, Speech Bubbles and Primary Source Documents</td>
</tr>
<tr>
<td>Coordinate a basic story with your team</td>
<td>Which 2 Primary Source documents support or connect to your story?</td>
<td>Which characters are needed to build the story?</td>
</tr>
<tr>
<td>What is the sequence (what comes first, next, next, etc?)</td>
<td>Look in the first row of Primary Sources and select Mr. Auld, Mrs. Auld or Frederick</td>
<td>Whose perspective are you taking?</td>
</tr>
<tr>
<td>Work with your team members to put the pieces together—do you have a PLAUSIBLE story?</td>
<td>What were the <strong>legal</strong> issues related to the choices of your characters? HINT: See the VA Prohibitions</td>
<td>What kinds of comments or thought would the characters be saying or thinking?</td>
</tr>
</tbody>
</table>

**Using the Graphic Novelist tools:**

Go to: [http://www.youngamericanheroes.com](http://www.youngamericanheroes.com)

**Type in Classroom ID and Password**

**Click on:** GRAPHIC NOVELIST

- **SIGN UP** → Type in your first name & Password—Write it down: it **CANNOT** be sent to you!
- **Now, LOGIN** (you’ll see your username appear at the top of the page)
- **Click on GRAPHIC NOVELIST**
- **CREATE A STORY**
- **NOW CREATE THE STORY**
- ‘LEFT’ or ‘RIGHT’ CHARACTERS to put into the box (single-click—no need to drag)
- Add SPEECH BUBBLES or BACKGROUNDS using the same technique
  → Consult with your History Detective/Research partner

**Do NOT** use the browser ‘Back’ button, or you’ll lose your work!

Use the ‘Previous Panel’ or ‘Next Panel’ buttons to keep creating your story

Now: **SUPPORT YOUR STORY** -- VIEW the documents before you choose how to support your story

→ **SEE Instructions on the page**!

Once you have supported your story, you can still **REVISE STORY**

- When you are done, “SHARE STORY” and **GIVE YOUR STORY A TITLE**, then
- **SUBMIT TO GALLERY**
Things to consider when creating and commenting on stories:

Look for evidence of each of the items below when assigning star ratings:

<table>
<thead>
<tr>
<th>The reason for the character’s decision is logical and clear; the decision is related to the dilemma to read or not to read</th>
<th>The decision is related to read or not to read but does not make sense; it is not believable</th>
<th>The decision is unrelated to the dilemma, to read or not to read</th>
</tr>
</thead>
<tbody>
<tr>
<td>The author used one or two supporting documents that explain the character’s decision</td>
<td>The author uses supporting documents but they don’t explain the character’s decision</td>
<td>The author does not use supporting documents</td>
</tr>
<tr>
<td>The author successfully explained how the documents support the character’s decision</td>
<td>The author has an explanation of supporting documents but it is not convincing or believable</td>
<td>The author does not explain the documents</td>
</tr>
<tr>
<td>Coherence: the story makes sense from frame to frame</td>
<td>The story is a little confusing</td>
<td>The story does not make sense</td>
</tr>
<tr>
<td>This is a great story! It grabs the reader’s attention and has a satisfying conclusion.</td>
<td>This story has most of the right elements but is not fully developed.</td>
<td>This story is incomplete.</td>
</tr>
</tbody>
</table>
ADDENDUM 14.

Video Segment #2
_Frederick Douglass-Pathway From Slavery to Freedom_ (10 min.)

This can be downloaded from the Young American Heroes website. Go to the FOR EDUCATORS: TEACHERS AND MENTORS page and click on CURRICULUM & RESOURCE GUIDES.

Then click on CURRICULUM and mid-way down the page under “Downloads” click on “Video segments linked to Classroom Curriculum.”
ADDENDUM 15.

Rating & Discussing Stories in the Gallery

Step 1  Go to:  http://www.youngamericanheroes.com
Type in Classroom ID and Password

Step 2  In the Graphic Novelist, click on See More Stories and Browse Stories

Step 3  Click on a story to view it, and use the arrows next to the image to advance through the story

Step 4  What do you think about the story? Is it believable? How well did the author use primary sources? Give it a star rating and click on Post a comment to leave your thoughts.

Things to consider when rating stories:

<table>
<thead>
<tr>
<th>★</th>
<th>★★</th>
<th>★★★</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reason for the character’s decision is logical and clear; the decision is related to the dilemma to read or not to read</td>
<td>The decision is related to read or not to read but does not make sense; it is not believable</td>
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</tr>
<tr>
<td>The author used one or two supporting documents that explain the character’s decision</td>
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</tr>
<tr>
<td>The author successfully explained how the documents support the character’s decision</td>
<td>The author has an explanation of supporting documents but it is not convincing or believable</td>
<td>The author does not explain the documents</td>
</tr>
<tr>
<td>Coherence: the story makes sense from frame to frame</td>
<td>The story is a little confusing</td>
<td>The story does not make sense</td>
</tr>
<tr>
<td>This is a great story! It grabs the reader’s attention and has a satisfying conclusion.</td>
<td>This story has most of the right elements but is not fully developed.</td>
<td>This story is incomplete.</td>
</tr>
</tbody>
</table>
ADDENDUM 16.

Video Segment #3
Frederick Douglass-Pathway From Slavery to Freedom (10 min.)

This can be downloaded from the Young American Heroes website. Go to the FOR EDUCATORS: TEACHERS AND MENTORS page and click on CURRICULUM & RESOURCE GUIDES. Then click on CURRICULUM and mid-way down the page under “Downloads” click on “Video segments linked to Classroom Curriculum.”
ADDENDUM 17.

Guide to Rating Cases in the Court of History

Did They Make the Case?
As you view the cases in the Court of History Gallery, ask yourself the following questions…

Did the Case Presented Include:

1. **Plausible witnesses** for its case?
   - What made the character believable or plausible?
   - Was s/he a witness?
   - Did s/he have experience from which to support or hurt the case?
   - Was his/ or her testimony convincing to the argument?

2. **Plausible evidence** for its case?
   - What type of evidence was presented?
     - Documents?
     - Physical evidence?
     - **Precedent** decisions or cases?

3. **Convincing arguments** for its case?
   - How was the case’s central argument stated?
   - Did the case presented *convince* you to agree with its central argument?
   - Why or why not?

4. **Evidence to counter the opposing** case?
   - What evidence or testimony was given to *disprove* the opposing case?

5. **Evidence sufficient to represent the issues of the historical period**?
   - Did the presenters use the correct historical context for their evidence and testimonies?
   - If not, what might they have done differently?
ADDENDUM 18.

Day 5 -- Unit Assessment Tool

“Things were different back then…”

Have you ever heard this phrase? Well, things were different back then—and things continue to change. Even during your own lifetime, you’ve seen social changes that influence the choices people make.

Basically, people will act in their own interests. If we look at historical choice and decision-making from people’s interests at that time, we can understand better why they acted as they did, as well as why “Things are different now…”

For example, someone might say, “That was before 9/11/2001.” Give an example of something that has changed as a result of the terrorist attacks on 9/11/2001.

Compare and Contrast

Think about the choices we’ve seen regarding slaves and slaveholders. How were the actions of each of the people below either typical or unusual for their historical period?

<table>
<thead>
<tr>
<th>Historical figure</th>
<th>Typical or Unusual?</th>
<th>Why? What about the times made the choice typical or unusual?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Auld</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Auld</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick’s white</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baltimore friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Covey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others??????</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, briefly explain why Frederick Douglass is seen as a unique historical figure:
Additional Resources
A. Frederick Douglass Timelines and Resources

Timelines

Library of Congress
http://memory.loc.gov/ammem/doughtml/timeline.html

Voices from the Days of Slavery:
http://memory.loc.gov/ammem/collections/voices/index.html

African American Odyssey:
http://lcweb2.loc.gov/ammem/aaohtml/exhibit/aopart1b.html

PBS.org:
http://www.pbs.org/wgbh/aia/home.html

Using Primary Source Documents:
http://www.pbs.org/wgbh/aia/tguide/tguseprimary.html

Resource Bank Index: Historical Documents:
http://www.pbs.org/wgbh/aia/rb_index_hd.html

Resource Bank Index: People & Events
http://www.pbs.org/wgbh/aia/rb_index_pe.html

Teacher vision version—detailed timeline of Frederick’s early life

Digital History’s FD Timeline
http://www.digitalhistory.uh.edu/exhibits/douglass_exhibit/douglass_timeline.html
Later Life & Historical Context

Frederick Douglass in New York

http://www.math.buffalo.edu/~sww/0history/hwny-douglass-family.html

National Park Service: ‘American Visionaries’
http://www.nps.gov/history/museum/exhibits/douglass/time.htm

Also has links to Frederick Douglass Children’s & Young Adult Literature
http://americancivilwar.com/colored/frederick_douglass.html

FD’s escape from slavery—discussion with train conductor
http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass/escape_1

Gilder-Lehrman 99
http://www.gilderlehrman.org/search/search_results.php?simple=simple+search&keyword=Frederick+Douglass&simple=simple+search

Edsitement
http://edsitement.neh.gov/view_lesson_plan.asp?id=594

Perspective on the Slave Narrative:
http://edsitement.neh.gov/view_lesson_plan.asp?id=321

National Archives and Records Administration “Teaching with Documents”
http://www.archives.gov/education/lessons/

Narrative of the Life of Frederick Douglass, An American Slave online:
http://sunsite.berkeley.edu/Literature/Douglass/
http://www.iath.virginia.edu/utc/abolition/dougnarrhp.html

Trotman-Upenn
http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1005&context=pocpw4

African Americans in Massachusetts
http://www.msp.umb.edu/afam/AfAmCurriculumResources.html

Collection of resources:
http://iu.berkeley.edu/ousd/douglass

National Park Service – Frederick Douglass House
http://www.nps.gov/frdo/

Frederick Douglass Museum
http://www.nahc.org/fd/index.html

http://www.nps.gov/history/history/online_books/ugrr/exugrr5.htm
Underground Railroad

National Park Service: Underground Rail Road
http://www.nps.gov/nr/travel/underground/

NPS UGRR Map
http://www.nps.gov/nr/travel/underground/routes.htm

State-by-state safe houses (see also next page)
http://www.nps.gov/nr/travel/underground/states.htm#md

Underground Railroad-National Geographic Society
http://www.nationalgeographic.com/railroad/

The Underground RR: PBS.org

UGRR Web Quest:
http://www.mtsd-vt.org/WebQuests/JCummings/JCummings.htm

Underground RR Resource list
http://www.nps.gov/nr/travel/underground/ulrnmore.htm

eMINTS UGRR links:
http://www.emints.org/ethemes/resources/S00000715.shtml
http://www.surfnetkids.com/undergroundrr.htm

Headbone Underground Railroad game:
http://www.headbone.com/derby/escape/

Underground Railroad Board Game:
http://www.chathamhillgames.com/underground-railroad.html

Activity + Resources by Ball State teacher candidate:
http://www.iupui.edu/~geni/lsort/silent_ugrr_ee.html

National Underground Railroad Freedom Center Game:
http://media.freedomcenter.org/media/freedomquests/cardgame/index.asp

UGRR "Quilt Codes"

UG RR Quilt History
http://www.quilthistory.com/ugrrquilts.htm

More on Quilts:
http://www.antiquequiltdating.com/ugrrwrightinterview.html
Code words:
http://www.si.umich.edu/CHICO/AlongtheTracks/codes.html
More terms:
http://www.si.umich.edu/CHICO/AlongtheTracks/terms.html
Underground RR State Resources

New Bedford, MA:

Maryland UGRR Map & Guide:

Michigan connections:
http://www.sos.state.mi.us/history/museum/explore/museums/hismus/prehist/civilwar/undergro.html
http://www.si.umich.edu/CHICO/AlongtheTracks/background.html#states

Sleepy Hollow, NY class projects (Blue Web’n award):
http://www2.lhric.org/POCANTICO/tubman/tubman.html

Ohio Unit: “Myths and Codes of the Underground Railroad-Web Lesson”
http://www.safepassageohio.org/resources/weblesson.pdf

Extension Activities
EdSitement/Thinkfinity:
http://edsitement.neh.gov/view_lesson_plan.asp?id=596

Yale-New Haven Teachers Institute:
Lincoln, Douglass, and Black Emergence (Literature and Politics, 1840-1865)
http://www.yale.edu/ynhti/curriculum/units/1995/2/95.02.06.x.html
http://64.233.169.104/search?q=cache:RqDVMQrSqvIJ:www.biography.com/classroom/bio-month.jsp+Frederick+Douglass+Curriculum&hl=en&ct=clnk&cd=2&gl=us

Oakland Unified School District Video Education Frederick Douglass Curriculum
*** This one for students to critique
http://urbandreams.ousd.k12.ca.us/lessonplans/frederickdouglass/index.html

“My Hero” curriculum described
B. Reading Guide: The Frederick Douglass You Never Knew

If technology is not available to use the DVD and website activities, the book The Frederick Douglass You Never Knew, covers the same periods in young Frederick’s life that are covered in the film Frederick Douglass—Pathway From Slavery to Freedom. Following are suggestions questions for use with the relevant chapters.

Author: Collier, James Lincoln, 1928- ; [illustrations by Greg Copeland]
ISBN: 0516243470
0516258370 (pbk.) :
Description: 80 p. : ill. (some col.), col. map ; 24 cm.
Subject(s): Douglass, Frederick, 1818-1895 Juvenile literature.
Douglass, Frederick, 1818-1895.
African American abolitionists Biography Juvenile literature.
Abolitionists United States Biography Juvenile literature.
Antislavery movements United States History 19th century Juvenile literature.
Slaves.
Abolitionists.
Anti-slavery movements.
African Americans Biography.
Summary: Explores the childhood, character, and influential events that shaped the life of this former slave who went on to become an abolitionist and advisor to Abraham Lincoln.

Chapter 1:

When was Frederick born?

Why didn’t Frederick live with his mother?

How old was Frederick when he was delivered into slavery?

What was the “fear of the lash?”

Why did slave owners want slaves to remain ignorant?

Why would states make laws against anyone learning to read?

What questions do you have from Chapter 1?
Reading Guide: *The Frederick Douglass You Never Knew*

Chapter 2

When did Frederick move to Colonel Lloyd’s plantation?

What was a typical slave’s food for the day?

Was ‘Aunt Katy’ Frederick’s Aunt?

Who became Frederick’s first friend?

What was Daniel’s relationship to the plantation?

What did Frederick first experience as Daniel’s friend?

Frederick was passed from the Lloyd family’s overseer, Captain Anthony to his daughter, Lucretia Anthony Auld. How do you think slaves felt being passed from one household to another?

Through the Auld family, Frederick was moving to the city of ________________, where he felt that life was better—how so? List 3 ways:

1) 

2) 

3)
Reading Guide: The Frederick Douglass You Never Knew

Chapter 3

Frederick was moved again, now into the home of _______________________.

Frederick had a harsh realization that would change the course of his life. Describe the scene between Frederick, Mrs. Auld and Mr. Auld.

At what age did Frederick finally feel the ‘fear of the lash?’ _____________

Thomas Auld decided to teach Frederick a lesson by sending him to Edward Covey, who was known as a “________________________.”

Frederick tried to leave Covey and return to __________________________.

When Auld refused him, what were the consequences?

What was the Fugitive Slave Act, and how did it keep slaves from running away?

How did Frederick share his reading skills?

What was Frederick’s first escape plan?
C. Using Primary Resources Guide

Adapted from the Library of Congress
(http://www.loc.gov/teachers/preview/primarysources/)

**Primary sources** are the raw materials of history—original documents and objects that have survived from the past. They are different from **secondary sources**, which are accounts of events written sometime after they happened.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:
- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

1. Engage students with primary sources.
   - Draw on students’ prior knowledge of the topic.
   - Ask students to closely observe each primary source
     - Who created this primary source?
     - When was it created?
     - Where does your eye go first?
   - Help students identify key details.
     - What do you see that you didn’t expect?
     - What powerful words and ideas are expressed?
   - Encourage students to think about their personal response to the source.
     - What feelings and thoughts does the primary source trigger in you?
     - What questions does it raise?

2. Promote student inquiry
   - Encourage students to speculate about each source, its creator, and its context:
     - What was happening during this time period?
     - What was the creator’s purpose in making this primary source?
     - What does the creator do to get his or her point across?
     - What was this primary source’s audience?
     - What biases or stereotypes do you see?
   - Ask if this source agrees with other primary sources, or with what the students already know.
   - Ask students to test their assumptions about the past
   - Ask students to find other primary or secondary sources that offer support or contradiction

3. Assess how students apply critical thinking and analysis skills to primary sources.
   - Have students summarize what they’ve learned.
   - Ask for reasons and specific evidence to support their conclusions.
   - Help students identify questions for further investigation, and develop strategies for how they might answer them.
D. Sample Non-technology-based Curriculum With Suggested Activities
(without use of online activities)

This “traditional” unit uses the Scholastic book, *The Frederick Douglass You Never Knew*, as the primary reading material, as it focuses on his early years, along with readings from relevant pages from the shooting script of the *Young American Heroes* Frederick Douglass film.

**Day 1—**

Pre-Test
Reading 1: the young slave from *The Frederick Douglass You Never Knew*
Selections—student readers for *The Frederick Douglass You Never Knew*, YAH Script or other text
Teacher assigns traditional Historical Biography project—
Students may develop Reports, Posters, PowerPoints or other presentations on Douglass’ life

**Day 2—**

Resume reading through the pivotal experience of learning to read at the Aulds’
Time Line activity
Central features: Douglass’ lifespan
Teacher assigns traditional Historical Biography project—
Students may develop Reports, Posters, PowerPoints about Douglass’ life
Students may use archives to support their reports and projects
Resume reading and collaborating on group projects

**Day 3—**

Review of FD Time line
Now we’re going to read about another event Frederick said was very significant in his life. Read section on fight with the slave-breaker Covey, through FD’s final escape—Perhaps also using the YAH script.

**Day 4—**

5 mins: Brief intro
30 mins: Presentation and Comment on each others’projects—RUBRICS for presentation
10 mins: Review/Discussion—Questions:
What have you learned about slavery? The Abolitionist movement?
How did Frederick ’Douglass’s reaction and action to literacy become a major force in US history?

How did Frederick Douglass’s stance on discrimination evolve over his lifetime?
Was Douglass ‘a man for his time’ or ‘a man for all time?’

**Day 5—**

5 mins: Closure / Discussion
Learning to Read at the Auld’s
Excerpted from Frederick Douglass—Pathway From Slavery to Freedom
©2008 Young American Heroes, LLC

[JJ’s's BASEMENT - LATE AFTERNOON]

JJ: Frederick, there’s one thing I don't get. I haven't seen any sign of a school... or you getting an education...(stage whisper to pals) ...Not that that's a bad thing...
(to Douglass) Yet, you wrote books, didn't you?

DOUGLASS, 20
You're an observant young man, JJ. It was in Baltimore that my fortune changed and my education began. My life was never the same again.

AULD BALTIMORE TOWN HOUSE parlor – day
[We are inside the townhouse where we see young Douglass being taught to read by Mrs. Auld. We see a montage of Douglass learning his ABCs, as Douglass, 20, continues his narration.]

DOUGLASS, 20 (V.O., cont’d) "Very soon after I went to live with the Auld’s, Mrs. Auld commenced to teach me the ABCs. After I had learned this, she assisted me in learning to spell words of three or four letters. She was unlike any white woman I had ever known. Blissfully for me, she had not yet been poisoned at the well of slavery and believed that every child deserved an education. That was before her husband discovered our lessons.

DOUGLASS AGE 8: (spelling) M-A-N....
Mrs. Auld: That’s very good!

[We see Hugh Auld walk in and discover his wife teaching Frederick. Suddenly seething, he motions to his wife.]

MR. Auld: A word please.

Mrs. Auld: Just a moment—

MR. Auld: Now!
[She gestures that she is busy...he insists... it is hard to pull herself away...They move out of the room.]

MR. Auld: And just what do you think you're doing!?

MRS. Auld:
I was teaching the boy how to read and...

MR. Auld:
(interrupting)
You will teach that boy nothing, except how to obey us and do as he's told!

[The young Frederick listens to their argument, winces.]
MRS. AULD:
That's outrageous! Every child deserves...

MR. Auld:
He is not a child! He's a slave!
(Mrs. Auld has turned her back on Hugh.)

MR. Auld:
Believe me, if you teach a slave how to read and write, you'll do him more harm than good. It's
dangerous. He'll become discontented, unhappy and... disobedient. That only leads to trouble and misery
for us...AND for him. You understand?

End of scene

---------------------------------------------------------------

SECRET BALLOT ACTIVITY: What will happen NEXT?

SECRET BALLOT: Write out what you think will happen next in the story:
Learning to Read at the Auld’s
Excerpted from Frederick Douglass—Pathway From Slavery to Freedom
©2008 Young American Heroes, LLC

Ext. AULD Baltimore TOWN HOUSE woodpile Woodshed - later
[Alone, Frederick CHOPS is sorting WOOD into different sizes. He's worked up a sweat. There's a sizeable pile of kindling sorted to show for his work.]

DOUGLASS, 20 (v.o.): But Auld was too late. From that moment I understood the pathway from slavery to freedom. Though conscious of the difficulty of learning without a teacher I set out with high hope and fixed purpose at whatever cost of trouble to learn how to read. That which to him was a great evil was to me a great good to be diligently sought.

BEN, 8, (a white boy from the neighborhood, comes by. Frederick pauses in his work.)
Hello, Freddy. Wanna play?

DOUGLASS AGE 8: I have wood to chop.
BEN: (starts to go) Okay.

Frederick gets an idea, glances at the Auld house, before calling out:
DOUGLASS AGE 8: Hey Ben! Want to play a game here? It's a game... to see how smart you are.

BEN: My father thinks I'm smart.
DOUGLASS AGE 8: Well let's see. I'll point to something and you spell it.
BEN: A spelling game!
DOUGLASS AGE 8: (nods) See how many you can get in row.
BEN: All right

[Frederick points to the wood.]
BEN: Wood. W-O-O-D.

[Frederick repeats the letters slowly, as if judging Ben's answer. What he's really doing is memorizing the word.]

DOUGLASS AGE 8: W-O-O-D. (impressed) That's correct!
BEN: Give me another one!

[Frederick points to a tree. The game continues.]

Douglass, 20 (V.O.) The plan which I adopted, and the one by which I was most successful was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers.
E. Biography Assignments: Traditional vs. Digital

Typical biography assignment: Make a report, PPT, poster, that contains information based on your research about each of these things:

- Who was FD?
- Where and when was he born?
- What did he do?
- When did he die?
- What were his contributions?
- Why are they important to us today?

These assignments:
- Emphasize facts – names, dates, places, etc. – and de-emphasize narrative.
- Emphasize the life of the individual / downplay the social milieu surrounding the life.
- Support the ‘great person’ theory of historical change:
  - History is made by individuals – ‘special people’ with unusual qualities, who go against the social grain, see things others don’t see, etc.
  - Achievements made by these people arise from internal personal characteristics (personality, dreams, drive, persistence, etc) or fate, than from outside influences (training, circumstances of family and social class, social movements, others around them, prior achievements) or luck.
- Reinforce a limited view of history and what historians do: To know and do history is to collect and report facts that are already well-known.

YAH Digital Biography project:

- Immerse students in stories and research about American lives – and their historical contexts.
- Have them tell biographical stories and make arguments about motive, bringing reasons and documentary evidence to the forefront.
- Have them encounter primary as well as secondary sources, and grapple with the relationship between sources and stories.
- Ask them to propose their own argument about why individuals like FD should be included in the history books – (their history book/wiki).
- Help them clarify their own ‘theory’ of historical change – e.g., through questions like:
  - What makes a life ‘great’? How do people ‘make’ history?
  - Do individuals really make history by themselves? Or do they simply stand on other people’s shoulders?
  - How do we recognize the key ‘decision points’ or turning points in a life, or in history? What criteria do we use?
- Involve a richer view of what history is and what historians do – e.g., they tell stories about the decisions people in the past have made, based on fragmentary evidence.
Suggested Documents to Print as Handouts

F) Amistad Documents

Amistad docs.ppt (PPT, 2602K)
http://wgbh.updatelog.com/projects/1253730/file/16839422

G) The Amistad Case: John Quincy Adams’ Documents & Notes

Amistad docs.ppt (PPT, 2602K)
http://wgbh.updatelog.com/projects/1253730/file/16839422

H) Earliest Photo of Frederick Douglass, c. 1840

douglass1840.JPG (JPG, 121K)
http://wgbh.updatelog.com/projects/1253730/file/16839424

I) Frederick Douglass Papers, Documents & Autobiographies (PowerPoints)

Douglass Docs.ppt (PPT, 9996K)
http://wgbh.updatelog.com/projects/1253730/file/16839428

J) Fugitive Labor Documents—Cases of two “fugitive slaves,” Moses Honner and Henry Garnett

Fugitive Labor Docs.ppt (PPT, 2098K)
http://wgbh.updatelog.com/projects/1253730/file/16839429

K) Virginia Codes

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430

L) The Revised Code of the Laws of Virginia cover page

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430

M) Map Showing Slave Populations in the Southern States c. 1860

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430
N) Maps Showing Slave Populations in Virginia & Mississippi c. 1860

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430

O) Letter dated Oct. 12, 1850 Warning of slave-catchers in the U.S.

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430

P) Emancipation Proclamation

VA Codes image & 1860 maps + 1850 slave-catcher letter.ppt (PPT, 2012K)
http://wgbh.updatelog.com/projects/1253730/file/16839430

Q) Graphic Novel: Young American Heroes: Frederick Douglass-Pathway From Slavery to Freedom

Description and link to order
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