

Lesson Title: What I Think It Means

Grade Levels: 4-8

Class Time needed: Two class sessions (Varies depending on the age of students)

Content Standards: Refer to Academic Standards for Freedom Center Tours

Objectives:

Students will enhance their understanding of key terms of the National Underground Railroad Freedom Center by writing the definition of terms and gathering factual information on key people of the Civil War era.

Rationale:

It is important to develop the students' vocabulary before coming to the Freedom Center. By developing their vocabulary, they will gain more from their tour through our key exhibits. The development of key terms will also spark interest in the exhibits. This will enhance a student's understanding of the museum. This lesson will also connect to the post-visit lesson.

Materials:

Vocabulary Sheet
Blank Bingo Board
Dictionary



Connecting Pre and Post Activities:

It is important that students are familiar with the terms to complete the post activity. The pre and post activities are connected so that the students will gain further understanding of key concepts on all level of learning.

- Before and after visit

Day One: Vocabulary (Pre-Visit)

Have students fill out the vocabulary sheets. First by writing down what they think the term means. Second by looking up the definition or meaning of each word. Next the student will write down the real definition. After comparing their definition to the real definition, have the students think of a question or two about what they would like to know about it. Use these terms to stimulate discussion.

-50 minutes

Day Two: Bingo (Post-Visit)

Hand out blank bingo sheets to each student. Have students write vocabulary and key people from their vocabulary list. Put terms in a hat and pull terms out. As a class students must give the correct definition before they receive it on their bingo board. Choose different people so that all students are involved.

Assessment:

Informal: Students will be observed on their knowledge throughout the lesson and the bingo game.

Formal: Teacher may use the vocabulary sheets to evaluate student performance.



Slavery

What I think it means... _____

What it really means... _____

Enslaved

What I think it means... _____

What it really means... _____

Internal Slave Trade

What I think it means... _____

What it really means... _____

Shackles

What I think it means... _____

What it really means... _____



Underground Railroad

What I think it means... _____

What it really means... _____

Staple Crops

What I think they are... _____

What they really are... _____

Cotton Gin

What I think it is... _____

What it really is... _____

Manifest Destiny

What I think it means... _____

What it really means... _____



Compromise of 1850

What I think it means... _____

What it really means... _____

Emancipation Proclamation

What I think it means... _____

What it really means... _____

Tariff

What I think it means... _____

What it really means... _____

Secession

What I think it means... _____

What it really means... _____



Kansas - Nebraska Act

What I think it is... _____

What it really is... _____

Annexation

What I think it means... _____

What it really means... _____

Missouri Compromise

What I think it is... _____

What it really is... _____

Contraband

What I think it means... _____

What it really means... _____



Harriet Beecher Stowe

Who I think she is... _____

Who she really is... _____

Abraham Lincoln

Who I think he is... _____

Who he really is... _____

John Brown

Who I think he is... _____

Who he really is... _____

Frederick Douglass

Who I think he is... _____

Who he really is... _____



The Grimke Sisters

Who I think they are... _____

Who they really are ... _____

Thirteenth Amendment

What I think it means... _____

What it really is... _____

Fourteenth Amendment

What I think it means... _____

What it really means... _____

Fifteenth Amendment

What I think it means... _____

What it really means... _____



Plantation

Who I think this is... _____

Who they really are ... _____

Sojourner Truth

Who I think she is... _____

Who she really is ... _____

Abolitionist

What I think it means... _____

What it really means... _____

Auction

What I think it means... _____

What it really means... _____



John Parker

Who I think he is... _____

Who he really is ... _____

Rev. John Rankin

Who I think he is ... _____

Who he really is... _____

Conductor

What I think it means... _____

What it really means... _____



B	i	n	g	o
		Free		



Lesson Title: The Underground Railroad Through Primary and Secondary Sources

Grade Levels: 4-8

Class Time needed: Varies depending on the age of students

Content Standards: See Page 36

Objectives:

To introduce the Underground Railroad to students using an age and/or grade appropriate book while using the questions provided to encourage dialogue.

Rationale:

Through reading comprehension, class discussion and first-person journaling, students will be able to empathize with enslaved persons and more fully understand the risks associated with the Underground Railroad.

Description of lesson/activity:

1. First read a secondary source (book) about the Underground Railroad, taking notes as you read.
2. After reading, have an open discussion using the questions provided.
3. Research advertisements for escaping slaves using the internet and other library resources. Analyze their impact on escape, on those who were thinking about escaping and on those who helped them.
4. Write a journal of an escaping enslaved person. What struggles might they have to encounter to get to freedom? What might they have to leave behind to get to freedom?

Materials:

Book from Suggested Reading List
Internet

Assessment:

Formal: Journal of escaping person.

Informal: Observation of discussion questions; measure of proficiency in research of slave advertisements.



1. A student recently said, “I don’t care about slavery. That happened a long time ago, and I don’t want to think about it in my life today. It is no longer important.” What do you think about this statement? Tell why you agree or disagree. What would you tell that student if you had the chance to have a conversation?
2. Students in the United States enjoy lots of freedom. List some of the freedoms that you enjoy. Were these privileges always available to everyone? What might someone have had to do in order to make sure you have these freedoms? How does that make you feel about the privileges you enjoy?
3. Think back to when you were born. From your birth to today your history is important. You learned, you made mistakes, and you grew. Discuss the importance of knowing your own personal history. Why is it important to study historical information of a country or a people? Why can’t the past simply be ignored?
4. What happens if a rule, law or a practice in a country is immoral or wrong? Who decides if it is right or wrong? What is done to change that law or rule or practice? How does someone decide what to do?
5. What makes a hero or heroine? Is it necessary to save someone’s life to be heroic? Are only certain people heroic? Is it possible to plan to become a hero in the future?
6. What do you visualize when you think about the Underground Railroad? How do you think it worked? Why do you think it became a necessity?
7. Discuss what you expect to see, feel and learn when you visit the Freedom Center. After your visit, you will have a chance to compare your expectations to reality.



Lesson Title: Henry Box Brown

Grade Levels: 4-6

Class Time needed: One class session

Content Standard: See page 36

Objective:

To introduce the Underground Railroad and the conditions that enslaved people experienced.

Rationale:

By hearing a first-hand account of the risks enslaved people took to gain their freedom, students will be able to empathize with African Americans who suffered under the institution of slavery. This lesson also serves as a good introduction to students' visit to the Freedom Center.

Description of lesson/activity:

1. First read *Henry's Freedom Box* by Ellen Levine.
2. After reading the book, complete the worksheet.

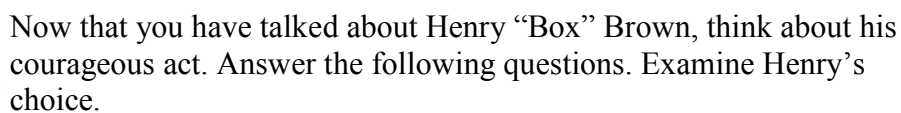
Materials:

Henry's Freedom Box by Ellen Levine, illustrated by Kadir Nelson

Assessment:

Formal: Worksheet





[illegible]

Lesson Title: Reason vs. Risk

Grade Levels: 4-8

Class Time needed: One class session

Content Standard: See page 36

Objectives:

Introduce students to the Underground Railroad and the condition of enslaved people in North America from the colonial period to the Thirteenth Amendment (17th—19th centuries).

Rationale:

To enhance the experience of visiting the National Underground Railroad Freedom Center, students should be able to theorize and articulate the many risks involved in seeking one's freedom.

Description of lesson/activity:

1. Students are to individually fill out the worksheet that raises the question of Reason vs. Risk for running away.
2. As a class, discuss why or why not someone might choose to seek freedom.

Materials:

Reason vs. Risk worksheet

Assessment:

Formal: Worksheet

Informal: Observation of discussion



Reason vs. Risks

An enslaved person faced many mixed emotions about escaping. Think about what things would be gained from running away and list them in the “Reasons to Leave” column. Then think about all of the risks involved in running away and list them under “Risks.” After listing these discuss with your class whether you would leave or stay.

Reasons to Leave	Risks

My choice is:



Lesson Title: “In Someone Else’s Shoes”

Grade Levels: 4-8

Class Time needed: One class session

Content Standard: See page 36

Objectives:

Students will develop and demonstrate empathy for the conditions and feelings of those who were held in the slave pen, and describe these experiences in writing.

Rationale:

To enhance the experience of visiting the National Underground Railroad Freedom Center, and deepen the students’ understanding of the injustices of slavery, they should put themselves in the mindset of people held in the slave pen as property of another person.

Description of lesson/activity:

1. Students are to write a journal entry as if they were “in the shoes” of an enslaved person.

Materials:

“In Someone Else’s Shoes” worksheet

Assessment:

Formal: Journal entry





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[illegible]

Lesson Title: Geography and Politics of Border States

Grade Levels: 4-8

Class Time needed: Varies depending on the age of students

Content Standard: See page 36

Objectives:

Students will use an 1861 map and the Emancipation Proclamation to learn where slavery ended, what states still allowed slavery, and what states did not allow slavery. Follow-up questions will promote higher-level learning by requiring students to recognize cause-and-effect relationships.

Rationale:

By using primary documents and 19th century maps, students will gain a deeper understanding of complexities of the Civil War. They will also more fully understand the importance of geographic location in times of conflict.

Description of lesson/activity:

1. A worksheet that includes an 1861 Map, an excerpt of the Emancipation Proclamation, and critical thinking questions.

Materials:

Worksheet

Assessment:

Formal: Worksheet/Review of questions



Geography and Politics of Border States

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Use the chart of the Balance of Power before the Civil War (below) and the excerpt of the Emancipation Proclamation to complete the map activity on the following page.

FREE	SLAVE
PA	GA
CT	MD
MA	SC
ME	MS
NH	VA
NY	NC
RI	KY
VT	TN
OH	LA
IN	MO
IL	AK
MI	FL
IA	TX
WI	OK Territory
CA	NE Territory
MN	
OR	
KS	

Emancipation Proclamation January 1, 1863 Abraham Lincoln

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designate part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;”

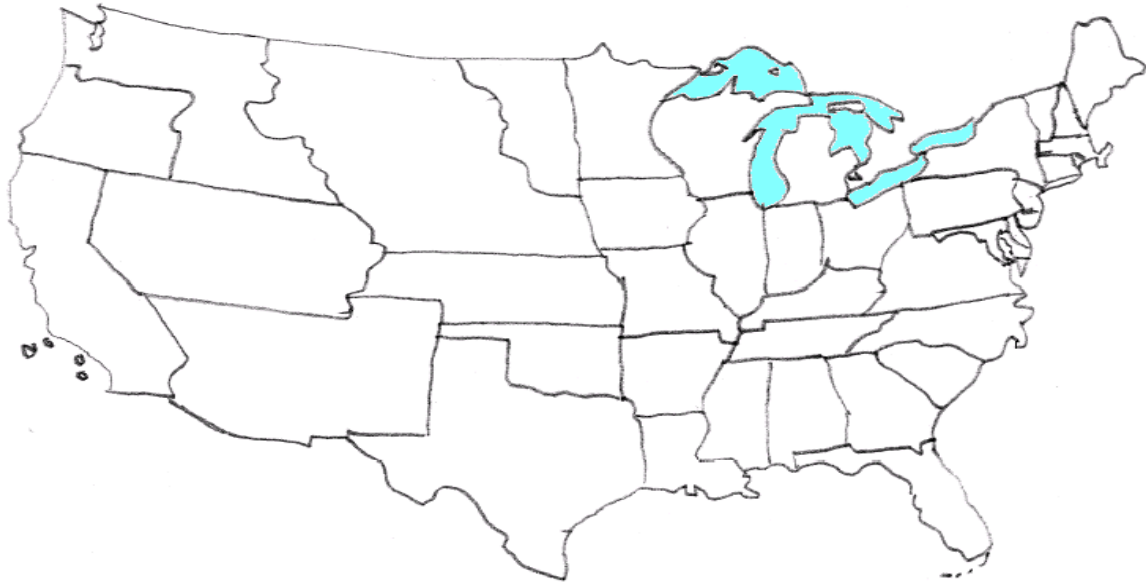
“...States and parts of States wherein the people thereof respectively are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except West Virginia)...”

“...I do order and declare that all persons held as slaves within said designated States... are, and henceforward shall be free;”

-
1. Shade in the areas on the map where slavery was ended by the Emancipation Proclamation.
 2. In a different color or pattern, shade in the states that still allowed slavery.
 3. Lastly, in a different color, shade in the states that did not allow slavery.



1861 Map:



B. Use your shaded map and the Emancipation Proclamation to answer the following questions.

1. Name 5 places that newly freed people might go.

2. Do you think the Border States (shaded in the middle) were important to President Lincoln in his quest to retain the Union and win the Civil War? Why or why not?

3. Why do you think the Border States did not secede from the Union even though they were Slave states?

4. Why do you think the Emancipation Proclamation only freed slaves in states of rebellion?



Lesson Title: Coming of the Civil War Tour

Grade Levels: 5 and 8

Class Time needed: One to two class sessions

Content Standards: See page 36

Objectives:

Students will prepare for their Freedom Center tour by familiarizing themselves with key figures of the Abolitionist movement and basic principles of the Underground Railroad.

Rationale:

By becoming familiar with abolitionists and the Underground Railroad, students will retain more from their visit to the Freedom Center.

Description of Lesson/Activity:

1. Prior to your “Coming of the Civil War” tour at the National Underground Railroad Freedom Center, have students complete the “Hall of Greats” worksheet and map activity.

Materials:

Hall of Greats worksheet
Encyclopedia
Map Activity worksheet

Assessment:

Formal: Assess worksheets for accuracy of answers and depth and sophistication of research.



Record information about each person. List reasons why the person was important. How did he or she contribute to the Underground Railroad or ending slavery? Then list one interesting fact that you learned about the person.



Frederick Douglass: _____

Birth: _____ Death: _____

Why he is important: _____



Harriet Beecher Stowe: _____

Birth: _____ Death: _____

Why she is important: _____



William Lloyd Garrison: _____

Birth: _____ Death: _____

Why he is important: _____



Harriet Tubman: _____

Birth: _____ Death: _____

Why she is important: _____



Shade in states that belonged to:

☐

the Union in one color.

☐

the Confederacy in another color.

(Use the boxes to designate which color is used for which side)

Before the Fugitive Slave Act, a large number of Freedom Seekers traveled into the North to reach freedom. Read the following stories and draw arrows to show the Freedom Seekers' journey.

1. Sarah had lived on the same farm since she was born. When her owner tried to sell her and separate her from her family she escaped from Georgia to Ohio. *Draw an arrow showing Sarah's escape, marking it with her name.*
2. Lewis had been sold many times and lived on many different plantations, but he had always lived in the "Upper South." When he heard that his owner was going to sell him "down river" where slavery was much worse, he decided to leave Virginia and escape to Pennsylvania. *Draw an arrow showing Lewis's escape, marking it with his name.*

After the Fugitive Slave Act of 1850, Freedom Seekers risked being kidnapped and sold back into slavery all across the nation. They had to go somewhere outside of the United States to truly be free.

3. Robert had been sold to the Deep South and worked from sun up to sun down. After being abused by his owner for the second time in a week, he decided to escape. Since he lived in the Deep South, Mexico was closer than Canada. He headed southwest for Mexico to escape to freedom. *Draw an arrow showing Robert's escape, marking it with his name.*
4. Cara lived in Kentucky and could "see" freedom across the Ohio River. She knew that if she could just get across the river, a network of people known as the Underground Railroad would help her get to Canada. *Draw an arrow showing Cara's escape, marking it with her name.*

5. From what region were Freedom Seekers trying to escape? _____

6. Why did Freedom Seekers want to leave? _____





Lesson Title: John Anderson's Slave Pen

Grade Levels: 4-8

Class Time needed: One to two class session (Varies depending on the age of students)

Content Standard: See Page 36

Objectives:

Students will understand that African Americans were considered property, rather than people, by traders such as Anderson.

Rationale:

Through comparison, vocabulary and critical thinking, students will analyze the effects of treating humans as property rather than as people.

Description of lesson/activity:

1. Have students make a grocery list, listing all things that come to mind. Ask them what they put on their list. Many should respond with numerous products. Then show students John W. Anderson's inventory on the overhead. Ask students to examine it closely and see how his list differs from theirs. Students should recognize that his list includes people. Discuss this inclusion of people and then introduce the letter. (10 minutes)
2. Guide students through the reading of the letter. Since this is a primary source, make sure students have an understanding of the document, when it was written and under what circumstances. This document was written to request slaves of childbearing age for Anderson to resell. After reading the letter, have students work in pairs to complete questions on the back of the work sheet. (20 minutes)
3. Make sure students mention the distinction in the name given to African Americans. Also you may discuss the difference in spelling in the primary source compared to today's grammar and spelling.
4. Focus on the work characteristics such as 'field woman' and the ages, which were child-bearing ages. To get today's conversion of how much Anderson profited from the selling of 13 people, multiply \$7,640 by 25. For more exact conversions, you may search the web for "1832 conversion rates."
5. Have students write from one of the following perspectives:
 - a. John W. Anderson, or a slave trader's perspective
 - b. Enslaved African American involved in the internal slave trade
 - c. Omniscient observer

Have students portray how each might have felt, or as the omniscient observer, how people looking at the internal slave trade may have viewed it. Students should use at least five facts from the discussion of John W. Anderson's slave pen letter as well as information supplied by text lessons.



Materials:

Primary source, John W. Anderson worksheet
Calculators, if necessary
Overhead projector
Copy of John W. Anderson's inventory

Assessment:

Formal: After reading the primary source and completing the document, students will then be asked to take on one side of the internal slave trade, explaining how economics played a part in the decision made and the effect money had on all involved. This essay should list at least five facts learned from the Anderson Letter lesson.



The names of enslaved African Americans contained in John W. Anderson's probate inventory:

Simon
Bob
Phenton
William
John (epileptic)
Phillis
Malinda and child
Phebe
Matilda
Maria
Mahala
Joshua
Matt
William
John
John Wesley
John Dimety
Mtilda
Mary Jane
Mary Ann
Ann Harriett
Ann
Addison
Amada
Israel
George
America (female)
Mariah
Albert
Ghana (male)
Jana
Hannah

*Men at market worth \$550-\$650

*Women at market worth \$400-\$425



Trade

What I think it means... _____

What it really means... _____

Market

What I think it means... _____

What it really means... _____

Auction

What I think it means... _____

What it really means... _____

Trans-Atlantic Slave Trade

What I think it means... _____

What it really means... _____



Demand

What I think it means... _____

What it really means... _____

Internal Slave Trade

What I think it means... _____

What it really means... _____

Property

What I think it means... _____

What it really means... _____

Staple Crop

What I think it means... _____

What it really means... _____



The National Underground Railroad Freedom Center houses a slave pen once owned by John W. Anderson. It is believed that inside this structure slaves were held before Anderson would take them to the Deep South for sale. Read portions of a letter from Anderson to Thomas Marshall, of Natchez, Mississippi, dated November 24, 1832. After reading the letter complete the questions on the next page.

Letter from: Kentucky Department for Libraries and Archives; Public Records Division, Mason County Circuit, case file #11648

November 24, 1832

Dear Friend,

May next there should not be any more negroes brought to the state for sale and I think in the spring they will be brisk. Negroe men is worth in market at this time from five hundred and fifty to \$650 and field women from \$400 to \$425. I have sold 13 and had 3 to dye with collera, 2 men that cost \$900 one child worth \$100. The 16 cost \$5955 and the 13 I sold brought me \$7640...

I want you to find out and purchaise all the negroes you can of a sertain description: men and boys from 12 to 25 years old and girls from 12 to 20 and noe children. Don't give more than \$400 to \$450 for men from 17 to 25 years, sound in body and mine, and likely boys from \$250 to \$350, girls from 15 to 20 \$300-\$325 and yonger...

...if there is any to be had you can git them
...sent to my house I will give you half of the cleare profits We will make on them. Or, Purchois them to my house and my overseet will take care of them amonge your friend and acquaintance I think you might pick up 15 to 20 and that will be as much money as you...will make all year

Flour is worth 5 dollars and corn is worth one dollar per barrel.

Yours,
John W. Anderson



After reading John W. Anderson's letter, complete the questions below.

1. Compare and contrast John W. Anderson's letter to our present day speaking, spelling and grammar.

2. In the letter, Anderson talks about men and boys, and women and girls. What kind of characteristics does he give for the people mentioned? Name at least two characteristics.

3. Why do you think he focuses on these characteristics (listed in number 2)?

4. At the end of the first paragraph, Anderson talks about how much money he received for the sale of 13 slaves. Write down the amount brought in by the selling of 13 people in the original profit column below. Ask your teacher for current conversion rates. Multiply the original total profit by the conversion rate to solve for the profit in today's money.

Original Money	X	Conversion Rate	=	Total Received in
Received				Today's Money
\$ _____		_____		\$ _____

Do you think Anderson would be considered a rich man? Explain.

On a separate sheet of paper construct a journal entry describing the experience of one the following people:

- A. John W. Anderson, or a slave trader's perspective
- B. Enslaved African American involved in the internal slave trade
- C. A omniscient observer.

Explain the rationale of the internal slave trade, the feelings of people involved in the slave trade and the feelings of people outside of the slave trade. Use the economics of the internal slave trade to explain why people would allow such trading to exist.



Lesson Title: Create Your Own “Harper’s Weekly” Antebellum Newspaper

Grade Levels: 4-8

Class Time needed: Two or Three class periods (Varies depending on the age of students)

Content Standard: See page 36

Objectives:

Students will learn about key events / people in Antebellum America, i.e. Compromise of 1850, Missouri Compromise, Frederick Douglass, and Harriett Beecher Stowe.

Rationale:

By researching, in detail, a key person or event of the antebellum time period, students will enhance their understanding of lessons taught at the Freedom Center. Students will also improve their research and presentation skills through this project.

Description of lesson / activity:

1. Discuss with students where they can find information on historical events. Possible questions could be:

Where would you get information on current events?

Where would you find information on the war in Iraq or genocides taking place around the world? (Teacher can come up with detailed list.) Keep a list of student responses on the board. Teacher could also have possible historic newspapers, magazines, and news clips to show to students. Next, discuss with students which one of these were used in Antebellum America. (10 minutes)

2. Teacher will need to present project prior to attending the National Underground Railroad Freedom Center. Students may work together to create a selection of newspapers or work independently.

Each student / group should have a different event and person to report on. Teacher also may include key summaries on each event / person to help student project. Length of each piece is at the discretion of the teacher. (5 to 10 minutes)

3. Students will first need to research their event or person. Each student will need to pick 4 to 5 key points on each. Students will then write their newspaper article.

Students should also have an illustration that represents something that they learned about at the National Underground Railroad Freedom Center. Students will have to pick a title for their newspaper article. Students will then put the illustration, articles, and title onto a large poster board / paper. (Two or Three class periods)

4. Students will present projects to the class. Each student / group will have 3 to 5 minutes to present. (Depending on class size)



Materials:

Crayons or color pencils
Pencils and pens
Large poster board
Paper
Glue
Tape
Student scissors

Optional Resources:

History/Social Studies Textbook, Internet, Encyclopedia

Assessment:

Formal: Final project, including: participation, creativity, accuracy, length, the illustration, and/or other factors that the teacher may want to include.



Ohio Social Studies Content Standards

The Underground Railroad through Primary and Secondary Sources

Grade 5

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

Social Studies Skills and Methods

Benchmark A, Indicator 2: Locate information in a variety of sources using key words, related articles and cross-references.; 3: Differentiate between primary and secondary sources.

Benchmark B, Indicator 7: Organize key ideas by taking notes that paraphrase or summarize.

Grade 6

Social Studies Skills and Methods

Benchmark G, Indicator 9: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Grade 8

History

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery, e. The abolitionist movement

People in Societies

Benchmark B, Indicator 2: Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.; Indicator 4: Analyze the economic, geographic, religious and political factors that contributed to: b. Resistance to slavery.

Citizen Rights and Responsibilities

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Henry Box Brown

Grade 5

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

Grade 8

Citizen Rights and Responsibilities

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.



Ohio Social Studies Content Standards (Cont.)

Reason vs. Risk

Grade 5

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

Grade 8

Citizenship Rights and Responsibilities

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

In Someone Else's Shoes

Grade 5

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.

Grade 8

Citizenship Rights and Responsibilities

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Geography and Politics of Border States

Grade 4

People in Societies

Benchmark B, Indicator 3: Explain the reasons people came to Ohio including: c. Freedom from political and religious oppression.

Grade 5

Geography

Benchmark B, Indicator 7: Analyze reasons for conflict and cooperation among regions of North America.

Grade 6

Geography

Benchmark D, Indicator 8: Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom.



Ohio Social Studies Content Standards (Cont.)

Geography and Politics of Border States (Cont.)

Grade 8

History

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery, b. States Rights, f. the addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850

Indicator 10: Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals; c. The Emancipation Proclamation.

Geography

Benchmark B, Indicator 1: Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.

The Coming of the Civil War Tour

Grade 5

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African Americans under the institution of slavery.

Grade 8

History

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery; d. the extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglas and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, the Compromise of 1850; g. The presidential election of 1860, and the South's secession.

John Anderson's Slave Pen

Grade 4

Social Studies Skills and Methods

Benchmark A, Indicator 4: Describe how archaeologists and historians study and interpret the past.

Benchmark C, Indicator 9: Communicate relevant information in a written report including the acknowledgement of sources.

Grade 5

Social Studies Skills and Methods

Benchmark B, Indicator 6: Draw inferences from relevant information.

People in Societies

Benchmark B, Indicator 3: Describe the experiences of African-Americans under the institution of slavery.



Ohio Social Studies Content Standards (Cont.)

John Anderson’s Slave Pen (Cont.)

Grade 6

Economics

Benchmark B, Indicator 5: Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.

Social Studies Skills and Methods

Benchmark B, Indicator 2: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.

Grade 7

Social Studies Skills and Methods

Benchmark B, Indicator 1: Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today’s norms and values.

Grade 8

History

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. slavery.

People in Societies

Benchmark B, Indicator 4: Analyze the economic, geographic, religious and political factors that contributed to a. the enslavement of Africans in North America; b. resistance to slavery.

Create Your Own “Harper’s Weekly Antebellum Newspaper

Grade 4

Citizenship Rights and Responsibilities

Benchmark A, Indicator 1: Describe the ways in which citizens can promote the common good and influence their government.

Benchmark B, Indicator 2: Explain why personal responsibilities and civic responsibilities are important.

Social Studies Skills and Methods

Benchmark C, Indicator 9: Communicate relevant information in a written report including the acknowledgement of sources.

Grade 5

Social Studies Skills and Methods

Benchmark A, Indicator 1: Obtain information from a variety of print and electronic sources and analyze its reliability.

Grade 6

Social Studies Skills and Methods

Benchmark A, Indicator 1: Use multiple sources to define essential vocabulary and obtain information for a research project.

Benchmark B, Indicator 2: Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.



Ohio Social Studies Content Standards (Cont.)

Create Your Own “Harper’s Weekly Antebellum Newspaper (Cont.)

Grade 8

History

Benchmark G, Indicator 9: Explain causes of the Civil War with emphasis on: a. Slavery; e. The abolitionist movement and the roles of Frederick Douglass and John Brown.

Benchmark G, Indicator 10: Explain the course and consequences of the Civil War with emphasis on: a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant.

Citizenship Rights and Responsibilities

Benchmark A, Indicator 1: Show the relationship between participating in civic and political life and the attainment of individual and public goals including: b. The Underground Railroad and the abolitionist movement/Abolition of slavery.

Benchmark B, Indicator 3: Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: d. Frederick Douglass and the abolitionist movement.

