

Lesson Title: Disposable People: “Unfreedoms” in Today’s Society

Grade Level: 9-12

Class Time: One or two class sessions

Content Standards: See page 18-19

Objectives:

Students will enhance their understanding of contemporary injustices, or Unfreedoms,* and develop critical thinking as citizens of the global community.

Rationale:

By reading parts of the book, Disposable People by Kevin Bales, and visiting the National Underground Railroad Freedom Center, students will have a better understanding of contemporary Unfreedoms – racism, illiteracy, genocide, hunger, tyranny, and slavery. They will analyze connections between the global economy and injustice, as well as the role of individual citizens and governmental organizations in ending Unfreedoms throughout the world.

Description of Lesson/Activity:

1. Have students write a journal entry and/or discuss the Pre-Reading/Pre-Visit Discussion Questions (attached).
2. Before (or after) your visit to the Freedom Center, have students read Chapters 1, 2, and 7 of Disposable People by Kevin Bales (University of California Press). Note: If time does not permit, consider reading only Chapter 2.
3. Post-Visit Activity (if visit is planned).

Review the six Unfreedoms identified at the Freedom Center (RIGHTS worksheet, attached)

Have students list examples of each of the six types of Unfreedoms in today’s society.

Write a 2-3 page position paper from the perspective of one of the following:

A slave in contemporary society

A concerned citizen, or

A government official

The paper should urge the global community to put an end to one of the six Unfreedoms. Use data from your reading and/or visit to support your argument.

Materials:

Disposable People by Kevin Bales

Discussion Questions (attached)

RIGHTS worksheet (attached)

*Unfreedom is a term used at the Freedom Center that describes racism, illiteracy, genocide, hunger, tyranny and modern day slavery.



Contemporary slavery has been defined and banned in international treaties and within nations around the world. But outlawing slavery has not prevented its expansion into a multi-billion dollar global industry on par with drug trafficking and illicit arms sales. Efforts to combat slavery will have only limited effectiveness unless anti-slavery laws are recognized, implemented and enforced by law enforcement officers, courts, and political leaders. Public awareness is also critical: slavery will remain an invisible scourge unless or until an informed public becomes actively engaged and committed in helping identify situations in which some form of slavery is suspected. A concerned public also can apply pressure to public officials to affect change in the international community.

R. racism—the belief that a particular race is superior to others

I. illiteracy—unable to read and write

G. genocide—the systematic, planned extermination of an entire national, racial, political, or ethnic group

H. hunger—the discomfort, weakness, or pain caused by a lack of food

T. tyranny—absolute power, especially when exercised unjustly or cruelly

S. slavery— The state of being a slave; bondage
or The practice of owning slaves.



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. 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?
4. 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 the reality.
5. Do you believe that slavery still exists today? If so where and why?
6. How many people do you believe are enslaved today around the world?



Lesson Title: Freedom Center Pre-Visit Questionnaire

Grade Levels: 4-12

Class Time Needed: 10-20 minutes

Content Standards: Refer to Academic Standards for Freedom Center Tours

Objectives:

Students will assess their knowledge and possible misconceptions about the Underground Railroad and Slavery before visiting the National Underground Railroad Freedom Center.

Rationale:

It is important to determine what misconceptions your students have before coming to the Freedom Center in order to better help them correct those misconceptions during and after their trip.

Description of Lesson/Activity:

1. Instruct students to complete the True/False Questionnaire (attached) as honestly and seriously as possible.
2. Review their answers before your visit in order to assess any misconceptions they may have. Discuss as a class any common misconceptions.
3. If desired, repeat the Questionnaire after your visit to the Freedom Center. Have students write a self-assessment of what they learned about Slavery, Freedom or the Underground Railroad from visiting the Freedom Center.

Materials:

Questionnaire (attached)

Assessment:

Informal: Assess students' ability to discuss their misconceptions and reflect on any newfound knowledge.



Answer these TRUE or FALSE questions before and after your Underground Railroad Freedom Center Tour.

1. Africans came to America like everyone else, as immigrants. TRUE or FALSE
2. Before being shipped to American plantations, enslaved Africans Were kept in “factories”. TRUE or FALSE
3. Africans were skilled as farmers only. TRUE or FALSE
4. Africans were treated with dignity aboard slave ships. TRUE or FALSE
5. Before they came to America, Africans had no religion. TRUE or FALSE
6. Only America was involved in the African Slave Trade. TRUE or FALSE
7. Cotton was the only crop grown in America by slaves. TRUE or FALSE
8. Only slave states profited from slavery. TRUE or FALSE
9. It was the English who introduced tobacco to America. TRUE or FALSE
10. The statement, “All Men are Created Equal,” in the Constitution Included Native Americans. TRUE or FALSE
11. The American Revolution benefited enslaved African Americans in the North and South. TRUE or FALSE
12. Only white men were abolitionists. TRUE or FALSE
13. All abolitionists were non-violent. TRUE or FALSE
14. People don’t own other people today. TRUE or FALSE



Lesson Title: Geography and Politics of Border States

Grade Levels: 8-12

Class Time Needed: One to two class periods

Content Standards: See page 19

Objectives:

Students will utilize maps, primary documents and charts to enhance their knowledge of the causes of the Civil War, the politics of geography, and the demographic shifts in 19th century America.

Rationale:

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

Description of Lesson/Activity:

1. Have students read (in class) an excerpt of Lincoln's *Appeal to Border State Representatives on Compensated Emancipation* (July 12, 1862).
2. Give students the worksheet on the *Emancipation Proclamation* (January 1, 1863) and the map that illustrates which states were freed by the document. Have them complete the map activity and accompanying questions.
3. Discuss students' answers in class.
4. Role Play: Abraham Lincoln was quoted as saying, "I think to lose Kentucky is nearly the same as to lose the whole game." Divide the class into two groups and instruct them to imagine they are senators from Kentucky. First, have them brainstorm debate points on why or why not to secede from the Union. Then, they should try to convince the other side of their viewpoint.

Materials:

Lincoln's *Appeal to Border State Representatives* (attached)
Geography and Politics of Border States worksheet

Assessment:

Formal: *Emancipation Proclamation* worksheet
Informal: Observance of classroom debate



Lincoln's Appeal to Border State Representatives on Compensated Emancipation July 12, 1862

Gentlemen. After the adjournment of Congress, now very near, I shall have no opportunity of seeing you for several months. Believing that you of the border-states hold more power for good than any other equal number of members, I feel it a duty which I can not justifiably waive, to make this appeal to you. I intend no reproach or complaint when I assure you that in my opinion, if you all had voted for the resolution in the gradual emancipation message of last March, the war would now be substantially ended. And the plan therein proposed is yet one of the most potent, and swift means of ending it. Let the states which are in rebellion see, definitely and certainly, that, in no event, will the states you represent ever join their proposed Confederacy, and they can not, much longer maintain the contest. But you can not divest them of their hope to ultimately have you with them so long as you show a determination to perpetuate the institution within your own states. Beat them at elections, as you have overwhelmingly done, and, nothing daunted, they still claim you as their own. You and I know what the lever of their power is. Break that lever before their faces, and they can shake you no more forever.

...I do not speak of emancipation *at once*, but of a *decision* at once to emancipate *gradually*. Room in South America for colonization, can be obtained cheaply, and in abundance; and when numbers shall be large enough to be company and encouragement for one another, the freed people will not be so reluctant to go.

I am pressed with a difficulty not yet mentioned—one which threatens division among those who, united are none too strong. An instance of it is known to you. Gen. Hunter is an honest man. He was, and I hope, still is, my friend. I valued him none the less for his agreeing with me in the general wish that all men everywhere, could be free. He proclaimed all men free within certain states, and I repudiated the proclamation. He expected more good, and less harm from the measure, than I could believe would follow. Yet in repudiating it, I gave dissatisfaction, if not offence, to many whose support the country can not afford to lose. And this is not the end of it. The pressure, in this direction, is still upon me, and is increasing. By conceding what I now ask, you can relieve me, and much more, can relieve the country, in this important point. Upon these considerations I have again begged your attention to the message of March last. Before leaving the Capital, consider and discuss it amongst yourselves. You are patriots and statesmen; and as such, I pray you, consider this proposition; and, at the least, commend it to the consideration of your states and people. As you would perpetuate popular government for the best people in the world, I beseech you that you do in no wise omit this. Our common country is in great peril, demanding the loftiest views, and boldest action to bring it speedy relief. Once relieved, its form of government is saved to the world; it's beloved history, and cherished memories, are vindicated; and it's happy future fully assured, and rendered inconceivably grand. To you, more than to any other, the privilege is given, to assure that happiness, and swell that grandeur, and to link your own names therewith forever.



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;”

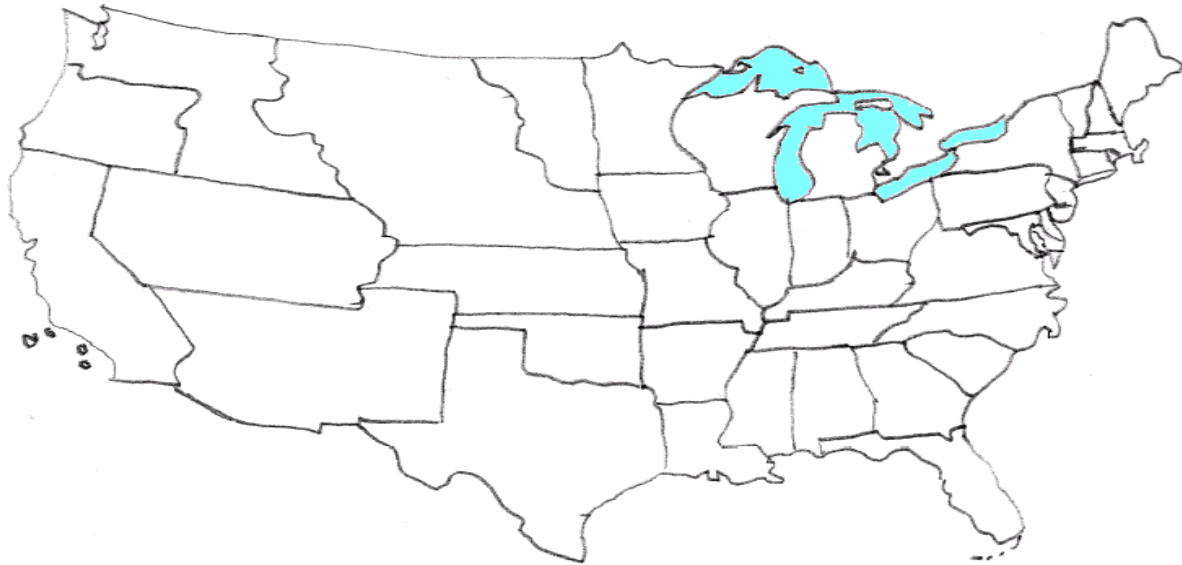
“...States and parts of States wherein the people thereof respectively are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except West Virginia)...”

“...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.





Use your shaded map and the primary documents to answer the following questions.

Name 5 places that newly freed people might go.

Why do you think the Border States (shaded in the middle) were important to Lincoln in his quest to retain the Union and win the War?

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

How did the freeing of slaves affect the demographic landscape of the United States?



Lesson Title: John Anderson's Slave Pen

Grade Levels: 9-12

Class Time needed: One class period

Content Standard: See page 19-20

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 childbearing 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



Vocabulary

Trade
Market
Auction
Trans-Atlantic Slave Trade
Demand
Internal Slave Trade
Property
Staple Crop



The National Underground Railroad Freedom Center houses a slave pen once owned by John W. Anderson. It is believed that inside this house 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 back.

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 acquantenace 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



Questions and Activities.

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.

Activity

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: Researching “Unfreedoms”

Grade Levels: 8-12

Class Time Needed: One class period

Content Standards: See page 20

Objectives:

Students will utilize research skills to gain awareness of contemporary Unfreedoms: Racism, Illiteracy, Genocide, Hunger, Tyranny and Slavery. Students will demonstrate their ability to write a short summary, propose solutions to global human rights issues, and present their ideas to an audience.

Rationale:

By gaining knowledge of global human rights abuses, as well as critically thinking of solutions to these issues, students will gain a more sophisticated understanding of their rights and responsibilities as citizens of a global community.

Description of Lesson/Activity:

1. After completing the “Resistance” worksheet, hold a class discussion about each of the Unfreedoms.
2. Have students find one article for each of the Unfreedoms.
3. Then instruct each student to write a summary of one article, including three solutions to the problem presented in the article.
4. Students should either turn in their articles and summary or hold a class discussion with students reading a summary about each Unfreedom.

Materials:

Newspapers
Magazines
Internet Articles
RIGHTS worksheet (attached)
Dictionary or Thesaurus (optional)

Assessment:

Formal: Assess the writing and critical-thinking skills reflected in the summary.
Informal: Observation of research techniques and skills.



1. Place the words with the correct definition.

- a. _____. Oppressive or unjustly severe government on the part of any ruler.
- b. _____. A shortage of food; famine.
- c. _____. A lack of ability to read or write.
- d. _____. Discrimination or prejudice based on race.
- e. _____. The state of being under the control of another person.
- f. _____. The deliberate and systematic extermination of a national, racial, political, or cultural group.

2. Create an antonym and definition for the following “Unfreedoms”.

a. Racism. _____. _____

b. Illiteracy. _____. _____

c. Genocide. _____. _____

d. Hunger. _____. _____

e. Tyranny. _____. _____

f. Slavery. _____. _____



Ohio Social Studies Content Standards

Disposable People: “Unfreedoms” in Today’s Society

Grade 9

People in Societies

Benchmark B, Indicator 2: Analyze the results of political, economic, and social oppression and the violation of human rights.

Geography

Benchmark C, Indicator 5: Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Citizenship Rights and Responsibilities

Benchmark A, Indicator 1: Analyze and evaluate the influence of various forms of citizen action on public policy.

Grade 10

Citizenship Rights and Responsibilities

Benchmark B, Indicator 4: Analyze instances in which the rights of individuals were restricted.

Social Studies Skills and Methods

Benchmark B, Indicator 3: Analyze one or more issues and present a persuasive argument to defend a position.

Grade 11

Citizenship Rights and Responsibilities

Benchmark B, Indicator 4: Compare the rights of citizens and resident aliens.

Benchmark B, Indicator 6: Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy.

Grade 12

History

Benchmark B, Indicator 3: Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.

People in Societies

Benchmark A, Indicator 1: Identify the perspectives of diverse cultural groups when analyzing current issues.

Benchmark A, Indicator 2: Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.

Benchmark B, Indicator 4: Evaluate the effectiveness of international governmental organizations in the global arena.

Economics

Benchmark A, Indicator 1: Compare how values and beliefs influence economic decisions in different communities.



***Disposable People* (cont.)**

Benchmark A, Indicator 3: Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.

Benchmark D, Indicator 6: Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.

Government

Benchmark A, Indicator 2: Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy, and evaluate how these actions reflect characteristics of American democracy.

Geography and Politics of Border States**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.

Grade 9***Geography***

Benchmark A, Indicator 2: Explain how differing points of view play a role in conflicts over territory and resources. Indicator 3: Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.

Benchmark C, Indicator 5: Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Grade 10***Geography***

Benchmark C, Indicator 3: Analyze the geographic processes that contributed to changes in American society.

John Anderson's Slave Pen**Grade 9*****Geography***

Benchmark A, Indicator 3: Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.



John Anderson's Slave Pen (cont.)

Grade 11

Economics

Benchmark E, Indicator 12: Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.

Grade 12

Economics

Benchmark A, Indicator 1: Compare how values and beliefs influence economic decisions in different communities.

Benchmark C, Indicator 5: Explain the general relationship between supply, demand and price in a competitive market.

Researching "Unfreedoms"

Grade 8

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.

Citizenship Rights and Responsibilities

Benchmark B, Indicator 4: Show connections between the rights and responsibilities of citizenship including: c. Having rights and respecting the rights of others.

Grade 9

People in Societies

Benchmark B, Indicator 2: Analyze the results of political, economic, and social oppression and the violation of human rights.

Grade 10

Citizenship Rights and Responsibilities

Benchmark B, Indicator 4: Analyze instances in which the rights of individuals were restricted.

Grade 11

Citizenship Rights and Responsibilities

Benchmark B, Indicator 6: Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy.

Grade 12

People in Societies

Benchmark A, Indicator 1: Identify the perspectives of diverse cultural groups when analyzing current issues.

Benchmark A, Indicator 2: Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.

