U.S. History Module

Did Charles Sumner deserve it?

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Module at a Glance

Grade Level

Elementary School

Summative Performance Task

Argumentative Essay

Compelling Question

Did Charles Sumner deserve it?

Supporting Question 1

What happened to Charles Sumner?

Formative Performance Task I

Using evidence from the sources, explain what happened to Charles Sumner.

Historical Sources

A. 2003 "Liberty for All?" from Joy Hakim's *A HIstory of US* (excerpt)
B. 1856 cartoon - Argument of the Chivalry

Supporting Question 2

What influenced Preston Brooks' action?

Formative Performance Task II

Identify multiple influences on Preston Brooks. Use the sources to find reasons that supporters of slavery were angered at abolitionists' actions.

Historical Sources

A. 1837 "Outrage" handbill
B. 1831 letter to Hamilton from Floyd on Nat Turner (excerpt)
C.1857 *Dred Scott v. Sandford* Supreme court decision (excerpt)

Supporting Question 3

How did others take action against slavery?

Formative Performance Task III

Using evidence from the sources, explain some of the ways abolitionists took action to support their opinions.

Historical Sources

A. 1859 address by John Brown to Virginia Court (excerpt)
B. 1850 Sermon on Fugitive Slave Bill (excerpt)
C. 2012 "Underground Railroad" in *The New Book of Knowledge* (excerpt)

Summative Performance Task: Argumentative Essay

Did Charles Sumner deserve it? After reading historical sources about the abolition of slavery, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views.

Lee, J., Swan, K., Grant, S.G. 2014 - C3teachers.org

Overview

This module integrates Common Core reading and writing standards into social studies instruction. It draws upon texts from Common Core ELA Appendix B and the Library of Congress and culminates in an argumentative essay that utilizes the Literacy Design Collaborative's Template Task Collection. By completing this module, students will build their social studies content knowledge as well as their reading and writing skills. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading and Writing Standards throughout the module.

As noted throughout the narrative, we suggest that teachers lead students in developing a timeline. As they read and analyze each source, students should place it on the timeline. In this way, they organize their thinking chronologically and can glean additional insight from the order in which the documents actually were produced.

In the Common Core ELA Pedagogy Guide, we provide guidance for helping your students source the documents. To meet the Common Core ELA Reading & Literacy in History/Social Studies Standards, students are expected to read texts deeply, drawing out key ideas, details, and inferences to build their understanding of the historical text. This guide helps students gather and organize evidence from the texts as well as helping them synthesize the readings as they write their argumentative essay.

"Using a specific incident to frame the module will help anchor students' understanding as they examine the accompanying primary and secondary sources and complete the module tasks along the way.

The Compelling Question

The Compelling Question for this module asks, "Did Charles Sumner deserve it?" Although the attack on Charles Sumner in the United States Senate is an event that is typically mentioned in elementary textbooks, Sumner is not as well known as some of the other antebellum activists (e.g., John Brown, John C. Calhoun, Harriet Tubman, Nat Turner). That said, the notion of whether Sumner deserved to be attacked as a compelling question, is one that is provocative, engaging, and worth spending time on. This compelling question is not intended to be a justification of violence or nonviolence; rather, it is to serve as the appealing entrance into historical inquiry for students. While the question of violent versus nonviolent means is an interesting one, the teacher may need to refocus students on the historical inquiry at hand if students want to debate violent vs. nonviolent methods. The compelling question sets the stage for the supporting questions and then provides the basis for the summative performance task.

Supporting Question and Formative Performance Task

Supporting questions focus on content, details, and ideas that address component elements of a compelling question. The formative performance tasks provide students with an opportunity to examine the historical sources as they work toward the summative assessment. The included sources should help direct students to think historically about the question. In this case, the attack on Charles Sumner is the example through which students will examine abolitionist actions and pro-slavery reactions in a broader sense. Using a specific incident to frame the module will help anchor students' understanding as they examine the accompanying primary and secondary sources and complete the module tasks along the way.

Students will have various degrees of historical background knowledge and the timing of the module implementation matters. If this module is implemented prior to instruction on abolition, the teacher may need to provide additional historical context to clarify the issues at hand (for example, Bleeding Kansas, slave revolts, etc.). Most elementary textbooks will provide sufficient background on these events. In addition, a source used for Supporting Question I from Joy Hakim's *A History of US, Volume 5* as well as a source for Supporting Question 3 from *The New Book of Knowledge* provide useful contextual information for students and is written at a suitable complexity for 5th grade students. If the teacher implements this module towards the end of instruction about abolition, students may already have an understanding of the necessary historical context.

Supporting Question and Formative Performance Task #1

What happened to Charles Sumner?

Answering the first supporting question helps students understand the specific incident at the center of this module, the attack on Sumner. Students will use the provided documents: (A) an excerpt from Joy Hakim's The History of US, which is a suggested text from the Common Core ELA Standards' Appendix B; and (B) a political cartoon housed on the Library of Congress' website, to explain what happened to Sumner. This selection of historical sources provides both a primary and secondary source to help students examine the attack on Charles Sumner. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

As they read about Charles Sumner and analyze the political cartoon, students should discuss what happened to Sumner in small groups. It might be beneficial for students to keep a written log of their ideas, perhaps through the use of a KWLQ graphic organizer on which they record what they know about Sumner and abolition, what they want to know, what they learned, and questions they still have. Students would complete the K and W columns of the graphic organizer prior to reading and the L and Q columns as they read/after they read. If this module is introduced before students have learned about slavery and the abolition movement, the teacher should provide more historical background at the outset of the module.

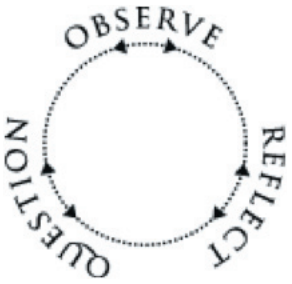
In addition, students should keep a timeline of the documents throughout the module. The documents are organized thematically, rather than chronologically, so keeping a timeline can help students make sense of the documents and their historical context and will be particularly helpful as students prepare to write the summative performance task at the end of the module. Students could produce the timeline individually, in small groups, or as a full class as they move through the module.

Supporting Question and Formative Performance Task #2

What influenced Preston Brooks' action?

The second supporting question begins to widen the scope of students' inquiry, looking beyond the attack on Charles Sumner to other historical aspects of the struggle for the abolition of slavery. The primary sources were selected to allow students to see another side of the abolition movement. The three primary sources are from the Library of Congress and include (A) a handbill encouraging anti-abolition activists to peacefully obstruct a pro-abolition meeting, (B) excerpts from a letter written by the governor of Virginia to the governor of South Carolina about the causes of the famous slave insurrection led by Nat Turner, and (C) excerpts from the majority opinion in the infamous Supreme Court case Dred Scott v. Sandford. By reading and analyzing these sources, students can begin to construct an understanding of the various actions those against abolition used to voice their perspectives and their attempts to sustain the practice of slavery. These sources provide several different perspectives that add to the violent attack on Sumner in the Senate: an explanation by a state government official on the causes of a slave revolt, a peaceful call to action for private citizens, and a federal judicial opinion. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

After students read and analyze the sources, they will explain the influences on Brooks' action. Teachers could use this as an opportunity to have students practice expository writing independently by writing a one-paragraph explanation of the influences. Students should be encouraged to consider multiple reasons supporters of slavery were angered at abolitionist action. It may be helpful for students to have a graphic organizer or guiding questions to complete as they read the sources to help them organize their thinking prior to writing. Primary source analysis is a skill that students must practice with varying degrees of support from teachers and peers. For example, if students have a limited background in document analysis, teachers might use the Library of Congress primary source analysis tool. Continuing to place the sources on their timeline will also help students organize their thinking throughout the module.



Library of Congress primary source analysis tool

Supporting Question and Formative Performance Task #3

How did others take action against slavery?

The final supporting question continues the general examination of the abolition movement by describing multiple ways abolitionists acted against slavery beyond Charles Sumner's speech in the U.S. Senate. Like the documents provided for the second supporting question, the two primary sources that accompany this question come from the Library of Congress and represent some of the different ways abolitionists took action; the secondary source is a suggested text from the Common Core ELA Standards' Appendix B. The sources include (A) an excerpt from John Brown's address to the Virginia Court before his execution and (B) an excerpt from a sermon by Reverend Nathaniel Colver encouraging disobedience of the Fugitive Slave Act, and (C) an excerpt about the Underground Railroad from The New Book of Knowledge. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

After they read the provided texts, students should work in small groups to collaboratively review the ways abolitionists took action against slavery. As an extension, students may be encouraged to think about which methods were more/less effective and the role of the various actors (i.e., private citizens, churches, government officials) in the abolition movement. With guidance from the teacher, the class should produce a written list of the ways both sides took action. This list will help students prepare for the culminating argumentative writing task, which they will complete independently.

Summative Performance Task

In this task, students will write a fully developed essay answering the big idea question of whether Charles Sumner deserved to be attacked. By this point in the investigation, students have discovered what happened to Charles Sumner as well as the larger context in which the pro- and anti-abolition actions were taking place. The argumentative task requires students to take a stand on the question, but it also allows for multiple interpretations.

It may be helpful for students if some additional structured pre-writing is provided for them prior to beginning the summative performance task. Students could work in small groups to try to synthesize their understanding of the multiple perspectives on abolition, participate in a jigsaw exercise to review the documents they have examined throughout the module, or work individually on a brainstorming activity. Prior to writing, students should also review their timeline, organizing the documents from the module chronologically. When they are ready, students will be able to answer the question using support from any of the historical sources used throughout the module (and/or any classroom and/or library resources available). The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading and Writing Standards with the summative performance task.

Students' arguments could take any of the following lines:

- Sumner did not deserve to be attacked because abolition was an idea whose time had come
- Sumner could have avoided the attack if he had spoken out in a less incendiary manner
- Both abolitionists and anti-abolitionists used various methods to support their cause, so it is understandable that Sumner was attacked.

Students could find support for any of these arguments in the provided documents. Through their careful reading of the texts and their consideration in the module tasks, students will have come to a nuanced understanding of abolition enabling them to successfully complete the summative performance task.

Scoring Rubric for Argumentative Essay

The following criteria and rubric can be used to determine the quality of students' work.

	Proficient	Advanced	Developing	Under Develeloped
Clear	Argument focuses clearly and completely on the task, purpose, and audience	Argument includes attention to the task, purpose, and audience.	Argument is limited regarding task, purpose, and audience.	Argument lacks task, purpose, and audience.
Coherent	Argument regularly uses precise and knowledgeable claims.	Argument includes precise and knowledgeable claims.	Argument has limited precise and knowledgeable claims.	Argument lacks precise and knowledgeable claims.
Convincing	Argument regularly uses facts and concrete details from the source.	Argument is supported by facts and concrete details from the source.	Argument has limited support by facts and concrete details from the source.	Argument misuses or does not include facts and concrete details from the source.
Craft	Argument regularly utilizes inferences, claims, and evidence.	Argument offers some inferences, claims, and evidence.	Argument put forward limited inferences, claims, and evidence.	Argument does not include inferences, claims, and evidence.

Liberty for All?
A History of US - 2003

…back in Washington, D.C., the abolitionist senator Charles Sumner stood up in Congress and spoke for two days. Congressional debate usually follows rules of good manners. It makes sense to be polite, even to people you don't like. Sumner didn't consider that. He called the Missourians "murderous robbers" and "hirelings picked from the drunken spew and vomit of an uneasy civilization." That was just for a starter. Then he managed to insult South Carolina's Senator Andrew P. Butler, and he even talked of South Carolina's "shameful imbecility." It was not the kind of speech that could lead to compromise or the working out of problems. But no one expected what happened next.

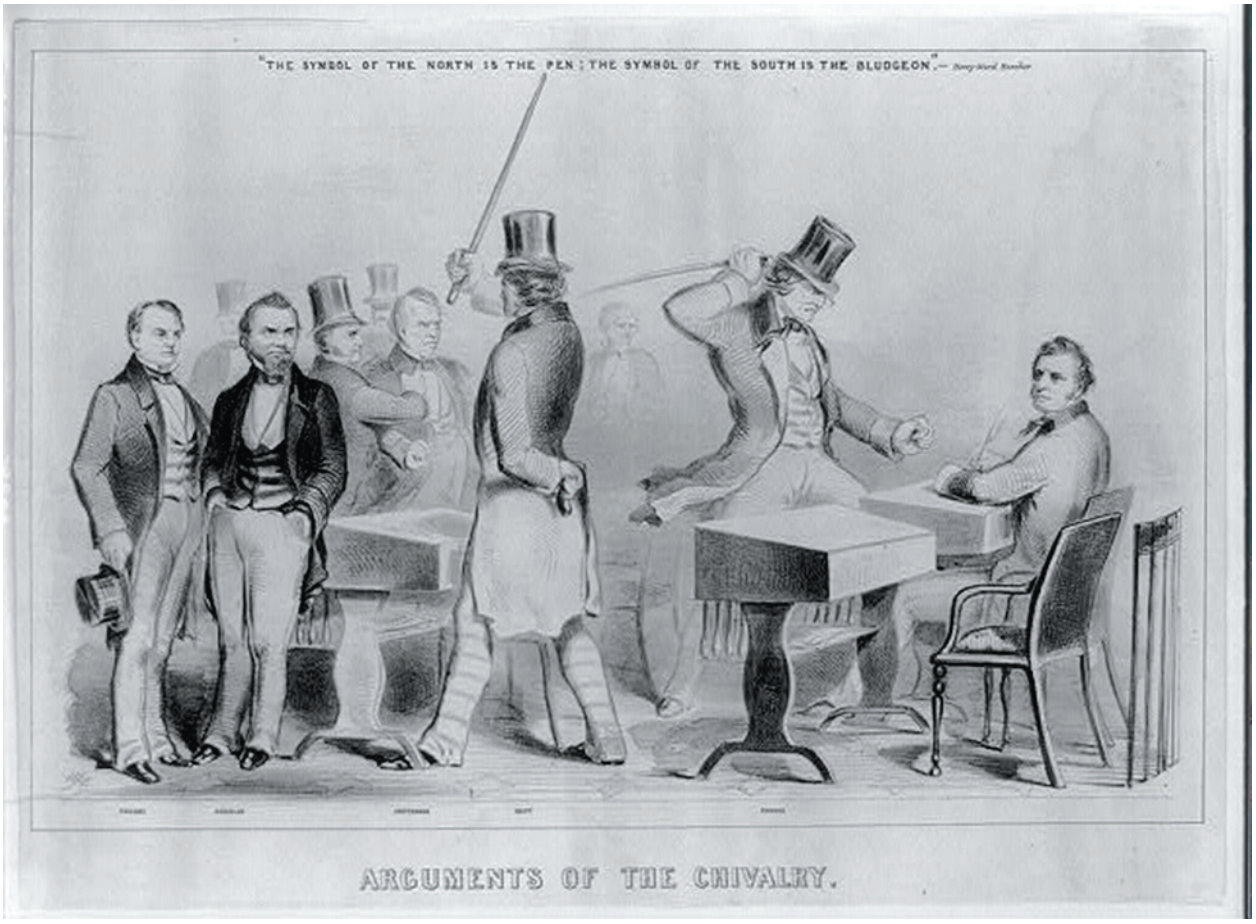
Two days later, Preston Brooks, who was a cousin of Andrew Butler, walked into the Senate. He walked right up to Charles Sumner, who was seated at his desk, and began beating him on the head with a gold-topped cane. Sumner's legs were trapped under the bolted-down desk, and he couldn't move. He was almost killed. He was absent from the Senate for three years after that because of his injuries. The Richmond [Virginia] Enquirer praised Brooks's [sic] action and said, "the vulgar Abolitionists…must be lashed into submission." Brooks received new canes from all over the South.

That wasn't all; there was more to come…

Hakim, J. (2003). A history of US (Vol. 5, pp. 184-185). New York, NY: Oxford University Press.

Supporting Question 1 - Source B

Argument of the Chivalry
1856

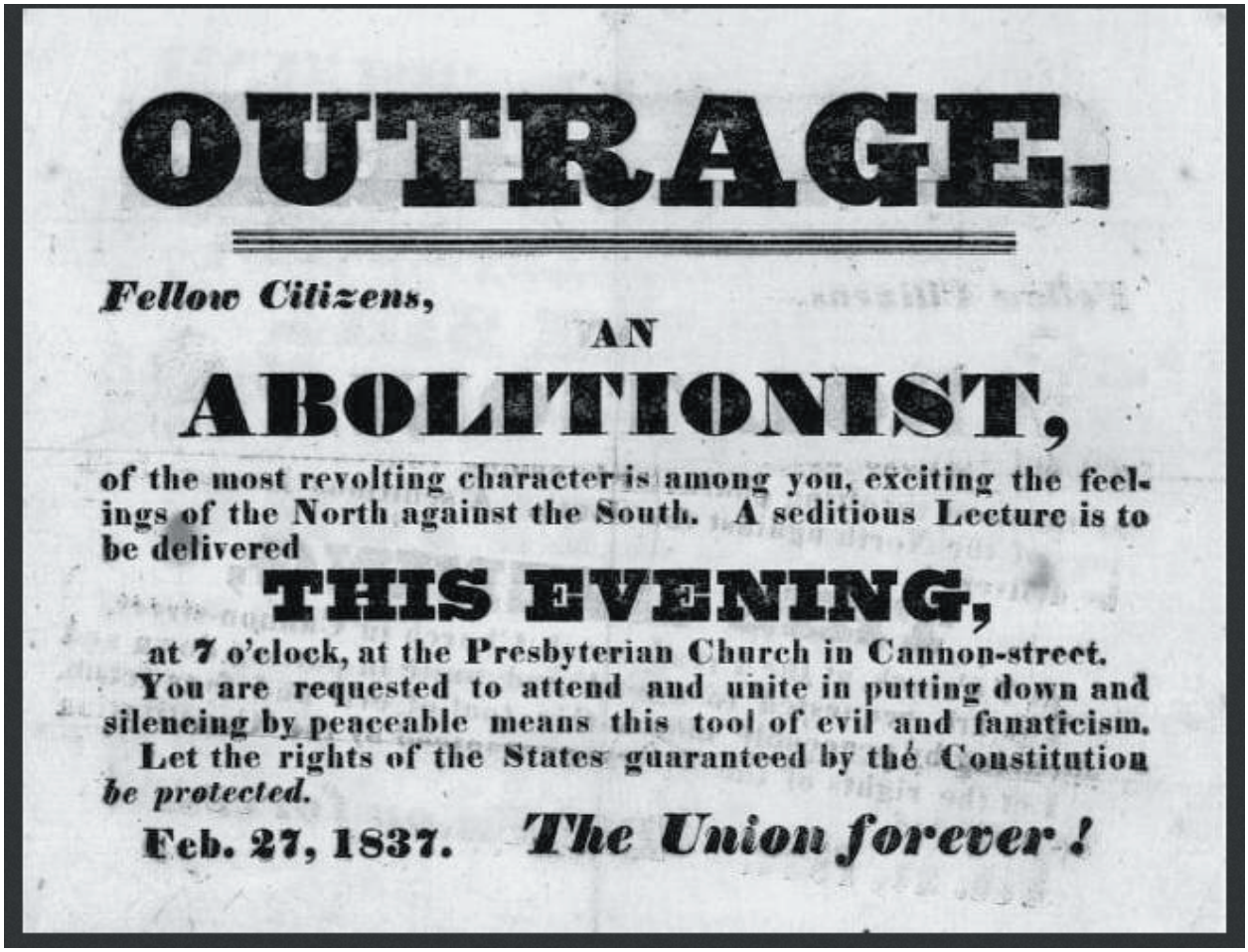


"The symbol of the North is the pen; the symbol of the South is the bludgeon"
~ Henry Ward Beecher

[Beecher was a preacher who was also an outspoken and active abolitionist. He raised money to buy weapons for those fighting against slavery in Kansas and Nebraska, and also to help the North in the Civil War.]

Bufford, J.J. (1856). Argument of the Chivalry.

"Outrage" Handbill
1837



OUTRAGE.

Fellow Citizens,

AN

ABOLITIONIST,

of the most revolting character is among you, exciting the feelings of the North against the South. A seditious Lecture is to be delivered

THIS EVENING,

at 7 o'clock, at the Presbyterian Church in Cannon-street.

You are requested to attend and unite in putting down and silencing by peaceable means this tool of evil and fanaticism.

Let the rights of the States guaranteed by the Constitution *be protected.*

Feb. 27, 1837. *The Union forever!*

Outrage. Fellow Citizens, an abolitionist, of the most revolting [disgusting, awful] character is among you, exciting the feelings of the North against the South. A seditious [rebellious, not loyal] Lecture is to be delivered this evening, at 7 o'clock, at the Presbyterian Church in Cannon-street. You are requested to attend and unite in putting down and silencing by peaceable means this tool of evil and fanaticism [extremism]. Let the rights of the States guaranteed by the Constitution be protected. Feb. 27, 1837. The Union forever!

(1837). Outrage.

Letter to Governor James Hamilton From Governor John Floyd November 19, 1831

Dear, Governeor James Hamilton,

I am fully persuaded, the spirit of insubordination which has, and still manifests itself in Virginia, had its origin among, and emanated from, the Yankee population, upon their first arrival amongst us, but most especially the Yankee leaders and traders.

The course has been by no means a direct one. They began first, by making them [African Americans/ slaves] religious. Their conversations were of that character. Teaching the blacks, God was no respecter of persons. The black man was as good as the white. That all men were born free and equal. That they cannot serve two masters. That the white people rebelled against England to obtain freedom, so have the blacks a right to do…

----------alternative version----------

I am fully convinced that the spirit of rebellion that is popular in Virginia began with and came from, the Yankee population when they came to our land, especially the Yankee leaders and traders.

This did not happen all at once. First, they taught slaves about religion. They talked about Christianity. They taught the blacks that God did not respect persons [or their property]. They taught that the black man was as good as the white man. That all men were born free and equal. That they cannot serve two masters [God and their slave master]. That the white people rebelled against England to get their freedom, so the blacks have a right to rebel against the whites for their freedom…

Sincerely,
Governor John Floyd

Floyd, John (1831, November 19). Letter from Governor Floyd (VA) on Nat Turner revolt (1831).

Majority Opinion in Dred Scott v. Sandford U.S. Supreme Court 1857

The question is simply this: Can a negro, whose ancestors were imported [brought] into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities [protections], guarantied by that instrument [the Constitution] to the citizen? One of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution…The question before us is, [whether the people described in this case make up] a portion of this people, and are constituent [basic] members of this sovereignty [country]? We think they are not, and that they are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument [the Constitution] provides for and secures to [protects] citizens of the United States. On the contrary, they were at that time considered as a subordinate [less important] and inferior class of beings, who had been subjugated [conquered] by the dominant race, and, whether emancipated [freed] or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

Dred Scott v. Sandford (1857). Majority Opinion.

Address to Virginia Court Before Death Sentence
John Brown
1859

I have, may it please the Court, a few words to say.

In the first place, I deny every thing but what I have already admitted, of a design [plan] on my part to free Slaves. [I planned to free slaves without causing problems], as I did last winter, when I went into Missouri and there took slaves, without the snapping of a gun on either side, moving them through the country, and finally left them in Canada. I desired to have done the same thing again, on a much larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite [encourage] Slaves to rebellion, or to make insurrection [rebellion]. …

This court acknowledges [recognizes] too, as I suppose, the validity [authority] of the Law of God. I saw a book kissed here which I suppose to be the Bible, or at least the New Testament, which teaches me that 'All things whatsoever I would that men should do to me, I should do even so to them.' It teaches me further, to 'Remember them that are in bonds, as bound with them.' I endeavored [tried] to act up to that instruction. I say, I am yet too young to understand that God is any respecter of persons [God does not show favoritism to different people]. I believe that to have interfered as I have done, as I have always freely admitted I have done, in behalf of his despised poor, I have done no wrong, but RIGHT.

Now, if it is deemed [decided to be] necessary that I should forfeit my life for the furtherance [going forward] of the ends of justice, and MINGLE MY BLOOD FURTHER WITH THE BLOOD OF MY CHILDREN, and with the blood of millions in this Slave country, whose rights are disregarded by wicked, cruel, and unjust enactments [laws], --I say, LET IT BE DONE."

Brown, John (1859). Address of John Brown to the Virginia Court before death sentence (1859).

Sermon on the Fugitive Slave Bill
Reverend Nathaniel Colver
October 20, 1850

"We have urged [encouraged] disobedience to this law for the recapture of fugitive [runaway] slaves; and we have urged such disobedience, not as a capricious [thoughtless] resistance [pushing against] of some heavy burden [weight] imposed [forced] on us, but as a moral duty,--a duty solemnly [seriously] required of God, because this law requires us to violate [disobey] his law, and to stain ourselves with no ordinary guilt. And we urge it still. But let no one suppose [think] for a moment that we urge rebellion…And so we will not obey this wicked law…Every law of the land gives to all the privilege, the right, not to disobey it and be tried for treason, but to disobey it and receive its prescribed penalty [the punishment set for breaking the law]. If any one studiously refuse the former, but patiently submit to the latter, he is no rebel [if anyone refuses to obey the fugitive slave law but agrees to the punishment for breaking the law, he is not a rebel]…Do all in your power without violence to protect the fugitive from seizure [arrest], or to hide him from pursuit [people chasing him]. Hide him, feed him, comfort him in his peril [danger] and distress [suffering] with all the fidelity [loyalty], self-sacrifice and sympathy that you would if that poor, trembling fugitive from oppression were your Saviour, Jesus Christ; for it is for his chosen representative that you do it."

Colver, Nathaniel (1850, October 20).The fugitive slave bill; or, God's laws paramount to the laws of men.

Underground Railroad
The New Book of Knowledge
2012

The Underground Railroad was not a railroad. And it did not run underground. It was a secret network of refuge stations in the United States operated by Northern abolitionists—both black and white—. It was created to help runaway slaves escape from the South, where they were held in bondage in the days before the Civil War.

Over a period of about 40 years, from the 1820's until the war began in 1861, many brave rescuers helped an estimated 40,000 slaves North to freedom. Many fugitives escaped to Pennsylvania, New York, and Massachusetts, but most ended up in Illinois, Indiana, and Ohio. They used the Mississippi and Ohio rivers as escape routes. Thousands more fled to Canada. There officials refused to turn them over to authorities in the United States. Others escaped to Mexico, where slavery had been abolished in 1829. And they escaped to colonies in the Caribbean, where slavery had been abolished by the British in 1833…

The Railroad

According to legend, around 1831, a fugitive, mercilessly hunted by slave catchers, suddenly vanished from sight. Baffled and angry, one of his pursuers reportedly grumbled, "He must have gone on an underground road." The saying caught on, but the word "railroad" was later substituted. Perhaps this happened when this exciting new form of transportation started capturing everyone's imagination.

The network of "friends" who aided the fugitives communicated in a code made up of railroad terms. Guides became "conductors" or "stationmasters." The hiding places were known as "stations" or "depots." Escape itself was referred to as "catching the next train." Conductors were usually warned when to expect the next "freight" or "package" so that proper precautions could be taken.

Sheltering fugitive slaves was dangerous. This was because slave catchers were always quick on the heels of a runaway. Hostile neighbors routinely reported activities they considered suspicious. Even those who were sympathetic might accidentally betray the conductors to slave catchers, who rarely hesitated to use the guns they carried. The work became even more dangerous after the Fugitive Slave Law was passed by Congress in 1850. This law took away a slave's last measure of protection. It declared that anyone who helped a fugitive, in the North or the South, could be fined or imprisoned. But the law infuriated abolitionists and only served to strengthen the antislavery movement in the North.

Means of Escape

Fugitives generally moved in the dark of night and hid during the day. Most of them were on their own when traveling through the Southern states. They had to depend on their own cunning until they got to the border and free states. There abolitionists could offer them assistance and direct or transport them to the next station. For most, the North Star, the brightest star in the constellation Ursa Minor, served as their only compass.

A favorite way to transport a fugitive from one station to another was to hide the slave at the bottom of a farm wagon underneath a heap of farm produce. Cities presented special difficulties. All kinds of tricks had to be used if a number of fugitives were involved. Funeral processions were a favorite means of getting a party of fugitives across a city. The closed carriages and long black veils provided perfect disguises. The methods of concealment were endless. One resourceful Virginia slave had a friend nail him into a box and ship him as freight to antislavery people in Philadelphia. Another slave rode the anchor of a ship for three days until a friend was able to haul him aboard.

Vigilance Committees and Helpers

Abolitionists in Philadelphia, New York, Boston, and other cities formed strong Vigilance Committees, made up of both blacks and whites. These committees assisted the underground movement. They gave protection to fugitives and raised money for clothing, food, and shelter. They also helped with practical and legal advice. Quakers, members of the Religious Society of Friends, were known for their humanitarianism. They were particularly active in the Underground Railroad. Levi Coffin, who was known as the president of the Underground Railroad, and Thomas Garrett, a prominent businessman, were both Quakers. The two of them alone assisted nearly 5,000 fugitives.

Ohio gained a great reputation for its antislavery activities. In the evenings, friends would patrol sections of the north bank of the Ohio River. They waited to assist those fugitives who made it across. In Ripley, Ohio, the Rankins—a Presbyterian minister and his seven sons—put a welcoming beacon light in their window every night for nearly 30 years.

Many blacks who had escaped would themselves return to the South to rescue family members and friends. Harriet Tubman escaped from Maryland. She returned 19 times and brought out 300 fugitives on the underground line, including her parents. Slave owners offered rewards totaling $40,000 for her capture.

White Northerners, disguising themselves to hide their identities, went South to spread word of the Underground Railroad. They casually dropped the word of escape in a black church or while gossiping over a fence with workers in a field. Some white Southerners also took part in spreading the word, but at great personal risk. Lewis Paine of Georgia spent five years in prison for putting a fugitive on the underground line.

Underground Railroad. (2012). The New Book of Knowledge.

Tools for Historical Thinking - Appendix A

To successfully complete these modules, students must think like a historian, but that does not always come easily to students. Several resources exist that can support students as they analyze documents and develop their ability to think historically. While this is not an exhaustive list, consider using the following as you implement these modules.

In "What Does it Mean to Think Historically?" Andrews and Burke (2007) outline what they call the Five C's of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C's is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C's might be implemented in authentic and meaningful ways in modern classrooms. (http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm)

Library of Congress: Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g. photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom. (http://www.loc.gov/teachers/usingprimarysources)

National Archives - Docs Teach: Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources. (http://docsteach.org)

SCIM-C: Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM-C process with three example sources. (http://www.historicalinquiry.com/)

DBQ-Project: Provides a process for students to read and analyze sources as they prepare to write an essay answering a document-based question. The DBQ Project has curriculum for both middle school and high school students but could be adapted for other levels as well. (http://www.dbqproject.com)

Historical Thinking Project: The historical thinking project provides tools for analyzing primary sources and discusses six historical thinking concepts: historical significance, cause & consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history. (http://historicalthinking.ca)

In addition, there is a wealth of books written with the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). Teaching and learning history in elementary schools. New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). Doing history: Investigating with children in elementary and middle schools. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). The big six historical thinking concepts. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York, NY: Teachers College.

Introduction:

In this module, students engage in reading, analyzing historical sources, and writing an historical argument. By implementing the module, teachers can ensure they are reaching the Common Core ELA Reading & Literacy in History/Social Studies Standards. This guide provides examples of how to use the historical sources provided in the module in a way that also will allow teachers to assess student learning aligned with the common core standards. This module incorporates Common Core ELA Reading & Literacy in History/Social Studies Standards: RI.5.2; RI.5.3; RI.5.6; RI.5.8; RI.5.9; W.5.2b; W.5.8.

The Common Core expects of students that they will read texts deeply to draw out key ideas, details, and inferences toward making claims supported with evidence. Teachers should be careful to not provide this information for students. Instead, students should be expected to read and re-read texts to figure it out for themselves. The strategies we provide below are meant to spark teachers' thinking about how to support their students' reading, writing, speaking and listening, and language development. They are not prescriptions for instruction, but instead are offered as guidance for how to support Common Core standards using historical sources and historical thinking strategies.

Did Charles Sumner deserve it?

Common Core ELA reading standard RI.5.2 requires that students engage in specific tasks such as summarizing the text and determining the main ideas and supporting key details from the text. For all the texts used in this module, students should be supported in their efforts to summarize and locate the main ideas and supporting details. The majority of texts that students will read in school, and certainly in college and career, will be informational. Such texts are loaded ideas that describe concepts, thoughts, opinions, plans, principles, and schemas. Supporting these ideas are key details. But, in history ideas and key details are situated in context. For example, one of the documents in this module is an 1831 letter from Virginia Governor John Floyd. In the letter, Governor Floyd blames northerners for planting the seeds of rebellion in the minds of Nat Turner and other enslaved African Americans in Virginia. Floyd mentions ideas that might be familiar to students such as, "The black man was as good as the white," and "That all men were born free and equal." These ideas need to be understood by students and then situated given the context of their use by Governor Floyd. Another document in this module is an excerpt of a sermon by Nathaniel Colver. In it, he said, "Every law of the land gives to all the privilege, the right, not to disobey it and be tried for treason, but to disobey it and receive its prescribed penalty." An important idea from this short passage is the concept of nonviolent civil disobedience, which is understood best in an historical context. Helping students identify ideas from texts and situate these ideas given historical context should be a central task for teachers.

Additional support will likely be needed to help students focus on specific ideas, but teachers should resist the temptation to provide students with "answers." Instead, teachers should provide students with opportunities to try out different approaches to locating key ideas. One good strategy is to have students examine each sentence and list what they think is the main idea. Students can compare notes and revise their ideas, even eliminating some of them as they become more comfortable with their analysis.

The following questions should be used to help students as the read and analyze all the texts in this module.

1. What is (are) the main idea(s) communicated in the text? How are these key ideas understood in history?
2. What are some key details presented in the text that support this main idea? Not all of the texts will have key ideas presented in the text. Some of the key ideas may need to be inferred.
3. What key details from the text can you use to help answer the guiding question; "Did Charles Sumner deserve it?" This will require that students apply what they have found in the text.

Supporting Questions and Formative Performance Tasks:

What happened to Charles Sumner?

Common Core ELA reading standard RI.5.8 expects students to identify and explain how an author uses reasons and evidence to support particular points in a text. In the Hakim text, the author provides a description of events leading to Brooks' confrontation with Sumner. The cartoon presents an illustration of the confrontation. In their analysis of the Hakim text and the political cartoon, students should be provided with explicit strategies to support these Common Core tasks. Graphic organizers are one useful tool for supporting students as they identify and organize the various pieces of evidence.

The following questions should be used to support students' work.

1. What evidence does Hakim use to make her argument? List the pieces of evidence that Hakim uses and the arguments she is making using the evidence as support
2. What reasons are suggested in the cartoon for why Brooks did what he did? The cartoonist suggests these reasons through his art, so students will have to find words to represent what the artists is saying through his drawing.

What influenced Preston Brooks' action?

Common Core ELA reading standard RI.5.3 requires that students explain relationships or interactions between individuals, events, ideas, or concepts in various texts. In history, such intertextual reading often takes the form of corroboration. While supporting students as they explain these relationships, teachers should emphasize that such work is important in the discipline of history. The presentation of a model of intertextual reading will help students understand this concept so they can apply it in their analysis of the three sources for this question.

The following questions can support students as they corroborate and explain relationships among ideas in the three texts featured in this part of the module.

1. Who are some of the key individuals mentioned in the three texts? This question is closely connected with to standard RI.5.2. After identifying the key individuals, students should identify who has been mentioned in multiple texts and how many times, both within and across texts.
2. What events, ideas, or concepts are mentioned in the texts? Again, students should list all the events, ideas or concepts and look for multiple mentions within and across the texts.
3. What similarities do you see among the names, events, ideas, and concepts you have identified?
4. What are some common themes present in all three texts?

How did others take action against slavery?

Common Core ELA reading standard RI.5.6 suggests that students analyze multiple accounts of the same event or topic, noting similarities and differences in the points of view they represent. Point of view is a term that is commonly used in literary analysis. It refers to the perspective used to tell a story. In an historical document, determining point of view is often called sourcing a document. This involves determining who created the source, why it was created and what purposes the source served. It is also helpful to know something about the person that created the source.

The three texts suggested for this question (excerpts from John Brown's 1859 address to the Virginia Court before his death, Reverend Nathaniel Colver's 1850 Sermon on the Fugitive Slave Bill, and an excerpt from The New Book of Knowledge about the Underground Railroad) describe how individuals or groups agitated for an end to slavery. Students should read across

the three texts to identify similarities and differences on the topic. As with the supporting question about the influences on Preston Brooks' actions and standard RI.5.3, the strategies suggested in RI.5.6 require that students read across text looking for commonalities. Historians also read across texts when locating evidence to support of their interpretations. It is important to help students understand that RI.5.6 is a fundamental skill in the discipline of history and to support them in applying this skill as they read across the three texts featured here.

The following questions can support students in this process.

1. What are the points of view communicated in the texts? Answering this question will require students to source the document. They should answer questions such as: Who wrote the text? Why was it written? To whom was it written?
2. What types of events and topics do these texts describe? By answering this question, students will describe the events being explained in the texts. One approach is to have students make an initial list of events and then have students compare their lists.
3. How are these events or topics similar or different? Students should be asked to look at how each source describes the same events or topics, paying special attention to the consistencies and differences across the texts.

Summative Performance Tasks:

Common Core ELA reading standard RI.5.9 demands of students that they integrate information from multiple texts when writing about a specific topic. This process requires that students synthesize across multiple sources and use details from these sources to support a coherent and focused idea. As a transition from the document analysis described in the formative performance tasks to the writing task described in the summative performance tasks, students should be provided with opportunities to recognize some of the common themes across these documents. The following questions can support students in this process.

1. What one idea is most common for all the texts you read?
2. What are some of the most important ideas you recall from the texts?

Common Core ELA writing standard W.5.2b calls on students to use facts, definitions, concrete details, quotations, or other information and examples. In preparation for the culminating writing tasks, student groups should brainstorm lists of these items.

1. What are the most important facts from the documents you read?
2. List details and quotes that support these facts.

Common Core ELA writing standard W.5.8 asks students to summarize or paraphrase information and list sources. Students should prepare for their culminating writing tasks by composing summaries of the facts, definitions, details, quotations, and other information listed in the previous activities. These summaries can be a pre-writing activity to help students organize the information they will need to complete the summative performance tasks.