


U.S. History Module

BLUEPRINT

	Is Freedom Free?	
	Grade Level	M.S.
	Summative Performance Task	Argumentative Essay

Compelling Question: Is Freedom Free?		
Supporting Question I How did the idea of freedom both inspire and torment Frederick Douglass?	Supporting Question II How did emancipation <i>hinder</i> freedom for ex-slaves?	Supporting Question III How did emancipation <i>enhance</i> freedom for ex-slaves?
Historical Sources <ul style="list-style-type: none"> Frederick Douglass Narrative (1845) (excerpt from CC-ELA, Appendix B) 	Historical Sources <ul style="list-style-type: none"> "What I keer about bein' free" (1937) (excerpt) "I heard Lincoln set us free" (1937) (excerpt) "Caroline Richardson" (1937) (excerpt) 	Historical Sources <ul style="list-style-type: none"> "Slaves happy to be free" (n.d.) (excerpt) "Ex-slave blind but happy" (n.d.) (excerpt) "Never sold his vote" (n.d.) (excerpt)
Formative Performance Task I Identify evidence that supports how freedom inspired Douglass and how freedom tormented Douglass.	Formative Performance Task II Identify evidence that explains the political, social and/or economic consequences of freedom for ex-slaves.	Formative Performance Task III Identify evidence that explains the political, social and/or economic benefits of freedom for ex-slaves.
Summative Performance Task: Argumentative Essay		
Is freedom free? After reading and analyzing several ex-slave narratives, write an essay that addresses the question and support your position with evidence from the sources. Be sure to acknowledge competing views.		

Common Core ELA Standards: Reading RH-6.8.1, RH-6.8.2, RH-6.8.4, RH-6.8.6, RH-6.8.9, Writing WH-6.8.1, WH-6.8.4, WH-6.8.9



Is Freedom Free?

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.

Compelling Question:

Many students assume that the emancipation of slaves and freedom (i.e., political, economic, and social freedoms) are interchangeable concepts. This module attempts to challenge this pre-conception and uncover the complexities and costs of freedom for ex-slaves by asking the compelling question, "Is freedom free?" The question brings to mind the common idiom Freedom isn't Free, a reference to the military costs of political freedom. For this module, "freedom" is interpreted as the political, economic, and social freedoms or opportunities available or unavailable to ex-slaves and the term "free" is interpreted to encompass the obstacles and limitations faced by ex-slaves in the time following emancipation. Teachers might need to further explain and define these concepts based on their students' prior knowledge of the life of slaves and the concepts of freedom. By building towards a broader definition of freedom and understanding freedom's limitations, students will then answer the compelling question through the Literacy Design Collaborative performance assessment.

Sources:

The sources for this module include an excerpt from the biography of Fredrick Douglass and excerpts from six first-person accounts of slavery from the 1930 era Federal Writers' Project, *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*. These seven sources describe events in the ante-bellum American South, but the six first-person accounts were not written until the later 1930s. As an initial activity have students construct a timeline listing the dates of events described in the excerpts as well as the publication dates. The sources do not include exact dates, so students will need support in determining these dates. This may include having students make inferences, as well as reading bibliographic information on the Library of Congress's *Born in Slavery* collection.

Supporting Questions and Formative Performance Tasks:

If a compelling question provokes students' interest in an historical issue or event, supporting questions are intended to help them flesh out their understandings of the ideas behind that issue or event. In this module, students begin their inquiry by focusing on the struggles surrounding freedom that Frederick Douglass endured. Students then broaden their inquiry by examining other ex-slave narratives and analyzing their perspectives on freedom and emancipation.

This module introduces students to ex-slave narratives in two genres. The first source, an excerpt from Frederick Douglass' narrative, is autobiographical in nature. The other sources are biographical sketches composed from interviews with ex-slaves completed as a part of the Federal Writer's Project of the Works Project Administration (WPA) in 1936-1938. Students might discuss how the contexts of historical memory and interview interpretation affect these sources prior to their analysis. It should also be noted that the language used in ex-slave narratives completed by the Federal Writer's Project reflects white interpretations of black speech. If students are struggling with this language, teachers might consider modeling the reading of the excerpts aloud. Teachers could provide alternate transcriptions of the interviews alongside the original copy. More information about the language used in these narratives can be found at the Library of Congress at <http://memory.loc.gov/ammem/snhtml/snlang.html>.

How did the idea of freedom both inspire and torment Frederick Douglass?

The first supporting question asks students to examine the complexities around freedom by exploring the internal struggle that plagued Frederick Douglass. By answering this question, students become acquainted with the varying emotions that ex-slaves felt surrounding the idea of freedom. By reading the excerpt from the Autobiography of Frederick Douglass' that is featured in the Common Core ELA Standards' Appendix B, students will not only identify specific reasons why Douglass felt both inspired and tormented by the notion of freedom, but will understand the depth of his point of view. (RH-6.8.1, RH-6.8.6). Students should read the Frederick Douglass narrative and discuss his internal struggle in small groups; it might also be helpful for students to use an organizer such as a T-chart or a Venn Diagram to identify the specific parts of the text that help to illuminate the "inspiration" and the "torment" that Douglass went through. If students have a limited background in document analysis, teachers might use tools provided in [Tools for Historical Thinking to help students analyze sources](#). By identifying the specific ways in which Douglass viewed freedom will allow students to then move to the broader perspective of the slave experience.

Did emancipation mean freedom?

The second supporting question requires students to look beyond Frederick Douglass' experience to the broader experiences of other ex-slaves. In doing so, students move away from one person's interpretations of freedom and toward the seemingly counter-intuitive idea that emancipation fell short of making life for ex-slaves better. Although each source is a personal account, by analyzing them together students will be able to construct an understanding of the complex nature of life after slavery and provide specific details about how many freedoms were hindered for ex-slaves after emancipation (RH-6.8.1, RH-6.8.2, RH-6.8.6). It might be helpful for students to have a graphic

organizer that would allow them to categorize evidence into groups such as political, economic, and social freedoms. Students should also be encouraged to look beyond the words of the text and to make inferences from the more nuanced or subtle themes and ideas of the narratives. This close analysis of ex-slave narratives might require more teacher assistance and prompting depending upon students' experience with analyzing primary sources. By having students focus on the specific ways in which emancipation did not make life better for ex-slaves, students should begin to recognize how many obstacles were in place to limit the freedoms of formerly enslaved African Americans.

Was freedom complete after emancipation?

The last question asks students to consider the alternative to their analysis under the second question and to look specifically at the ways in which ex-slaves' lives were improved after emancipation. By analyzing the specific ways in which freedoms improved for ex-slaves, students will be able to construct an understanding of the spectrum of experiences of ex-slaves. As with the previous supporting question, students should be encouraged to make inferences from the more nuanced or subtle themes and ideas presented in the narratives. Students should also be encouraged to begin thinking about how these sources differ and how they are similar from the previous sources (RH-6.8.1, RH-6.8.2, RH-6.8.4, RH-6.8.6, RH-6.8.9). Again, it might be helpful to have a graphic organizer to help students categorize evidence by the types of freedoms suggested (political, economic and social). For students who are struggling, text marking (e.g. numbering paragraphs, underlining, and circling words) or other content literacy strategies could be used. Students should describe other ways that emancipation resulted in an uneven experience for ex-slaves based on their previous knowledge and their new understanding of the complexity of freedom. By having students consider the limitations of emancipation related to social, political and economic conditions for ex-slaves, students should now be prepared to discuss the various ways in which freedom is free or not free.

Summative Performance Task:

In this task, students will write an essay that answers the compelling question of whether or not freedom is free. At this point in students' inquiry, they have examined the various ways in which freedom was both interpreted and applied to real life. Students have examined how freedom was both hindered and enhanced by emancipation and should have an understanding of the complex nature of freedom. The argumentative task allows students to use their understanding of the spectrum of freedom and take a position on whether or not this was "free" or not.

It might be helpful for students to work in small groups before writing to discuss the spectrum of ideas about freedom that they have just examined. It also might be helpful if a pre-writing task such as a graphic organizer was used to help students thematically group information from across all of the sources. Students should answer the question citing specific evidence from the primary sources analyzed in the formative tasks, and/or any other classroom and/or library resources.

Students' answers likely will vary, but could include responses such as:

- Freedom is free in that it is a right to which all humans are freely entitled.

- Freedom is not free and required significant effort and sacrifice to attain.
- Freedom from slavery was worth significant effort and sacrifice, but was not the entirety of freedom that ex-slaves sought.

Because the module encourages students to see the broad spectrum of the nature of freedom, their responses are likely to reflect this broad open interpretation as well. However, students could find support for any of these arguments or more in the provided sources and through their careful reading and analysis of the sources. Through their analysis, students will hopefully have achieved a broader more nuanced interpretation of the complexities of freedom that will lead them to successfully completed the LDC performance task (WH-6.8.1, WH-6.8.4, WH-6.8.9)

Scoring Criteria for Argumentative Essay:

CLEAR	Argument is appropriate to the task, purpose, and audience.
COHERENT	Argument is logical, accurate, and consistent.
CONVINCING	Argument is supported by facts and concrete details from the source.
CRAFT	Argument utilizes inferences, claims, and evidence.

Narrative of the Life of Frederick Douglass an American Slave, Written by Himself

Frederick Douglass

1845

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk to them the matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, but I am a slave for life! Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being a slave for life began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain

slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it: it was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trumpet of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

“What I Keer About Bein’ Free?”

Nannie Bradfield

1937

“Tell me something about your self and your family, Nannie,” I said. “Der ain’t nothin’ much to tell ‘cep I was born in slav’y times and I was ‘bout twelve year old in May when ‘mancipation come. My Pa and Ma b’longed to mairs James and Miss Rebecca Chambers, Dey plantation was jes’ on de aige of town and dats what I was born. Mairs James’ son, William was in de war and old miss would send me to town whar all de sojger’s tents was, to tote sompen good to eat to dem. I don’t ‘member much ‘bout de war ‘cep de tents and de bum shells shootin’. I was little and couldn’t do much but I waited on Miss Liz ‘beth, my young Miss and waited on table, totled battle cakes and sich like. No ma’am I don’t know nothin’ ‘tall ‘bout de katterollers or de Klu Kluxers but I know all ‘bout de conjer doctors. Dey sho’ kin fix you. Dey kin take yo’ garter or yo stockin’ top and drap it in runnin’ water and make you run de res’ of yo’ life, you’ll be in a hurry all de time, and if dey gits holt of apiece of de seat of yo’ draw’s dey sprinkles a little conjer powder on it and burns it den you can’t never set down in no peace. You jes’ like you settin’ on a coal of fish ‘till you git somebody to take de spell offen you.”

“Nannie were you glad when the war was over and you were free?”

“What I keer ‘bout bein’ free? Didn’t old Marster give us plenty good sompin to eat and olo’s to wear? I stayed on de plantation ‘till I mah’ied. My old Miss give me a brown dress and hat. Well dat dress put me in de country, if you mahie in brown you’ll live in de country.”

Bradfield, N. (1937). Oral history interview with Nannie Bradfield. WPA Slave Narrative Project, Alabama Narratives, Volume 1. Retrieved from http://memory.loc.gov/cgi-bin/ampage?collid=mesn&fileName=010/mesno10.db&recNum=49&itemLink=D7mesnbb1.1./temp/-ammem_Nf8D::

“I heard Lincoln set us free”

Henry Cheatham

1937

“Dem was good ol’ days, Mistis, even iffen us did have a hard time, an’ I don’t know iffen it warn’t better’n it is now. I has to almos’ go hongery, an’ I can’t git no he’p from de government, ‘caze I is over 65 years old. Fact is, I believe I druther be alivin’ back dere dan today ‘caze us at least had plenty som’n t’eat an’ nothin’ to worry about. An’ as for beatin’; dey beats folks now iffen dey don’t do right, so what’s de difference. Yassum, Mistis, I worked as long as I was able an’ didn’t axe nobody for nothin’, but now it’s diffrnt, ‘caze I ain’t able to do no work. I’ze tried to do raght, and ain’t never been in but one fight in my life. I now belongs to de Corinthian Babtist Church, an’ I’se tryin’ to live so when de good Lawd calls I’ll be ready to answer wid a clean soul.

“I’se had two wives, but lw as only a young nigger when I had de fust un, an’ had two chilluns by her, den I lef’ her ‘caze she warn’t no ‘count. Dats been forty year ago, an’ I aint neber seen my chilluns in all dem years. My second wife I got when I lived thirty miles below Birmingham, Alabama, at de ol’ Bank Mines. Dats been thirty-five years ago an’ us is still together. Us ain’t neber had no chilluns. No’m I don’t know nothin’ ‘bout Abe Lincoln ‘ceptin’ dey say he got us free, an’ I don’t know nothin’ ‘bout det neiber.

Cheatham, H. (1937). Oral history interview with Henry Cheatham. WPA Slave Narrative Project, Alabama Narratives, Volume 1. Retrieved from http://memory.loc.gov/cgi-bin/ampage?collid=mesn&fileName=010/mesno10.db&recNum=71&itemLink=D7mesnbb1.1./temp/-ammem_SCoT::

“Ex-Slave Blind but Happy”**Mintie Wood****N.D.**

“Dey owned so much land, cattle, corn, sorgum, tobacco, millet, barley and everything the very finest kind and the wealth was handed down from one generation of the Gilberts to the other. Dey was so rich dey didn’t know how much dey was worth themselves, but dey was altogether different than most of dem slave owners. Dey was prosperous ‘cause dey was better folks. When peace was declared everyone of Maise Gilbert’s slaves dat had sense enough and did stay wid him, got half of everything they earned turned in on land and stock to be independent right der on de same spot where we had been a slave. And he had so many of his family and darkies, too, he has his own graveyard where everyone of us black or white dat ever been in de Gilbert family can be buried without costing us a penny.”

[...]”] never did vote, and never lived in Virginia nor know nothing about it. I do know de slaves ‘spectated a salary for der work when dey got free. Some of ‘em got part of de promise, but most of ‘em got nothin’ but de promise. My owners were exceptions. Dere might have been some more like ‘em but not many. I least I never heard of ‘em.

Wood, M. (n.d). Oral history interview with Mintie Wood. WPA Slave Narrative Project, Missouri Narratives, Volume 10. Retrieved from http://memory.loc.gov/cgi-bin/ampage?collid=mesn&fileName=100/mesn.00.db&recNum=378&itemLink=D7mesnbib.1./temp/-ammen_08Se:

“Never Sold His Vote”**Louis Hamilton****N.D.**

“When de war was over we moved across de creek to ourselves and my father bought 25 or 30 acres. I felt lik e anew man when de war was over. I stayed with my grandfather until I was 21 and got married in Perry County when I was 32. I had 4 children and dey is all dead. My wife has been dead about 14 years. I’ve lived 25 years in Fredericktown. De young Negroes ain’t no account as compared to when I was a boy. De parents nowadays don’t make dem work hard enough. Dey can sleep all day if dey want to. Some of de young Negroes around here work in de shoe factory. Some load ties.

“Once when I was a baby, my sister was sitting by de fire-place rocking me and she fell asleep and let me fall in de fire-place and I was burned on de hand. Four of my finger was burned and have never come out straight. When I was a boy I did not know what a stove looked like. We had dese old corded beds. Dere used to be a lot of wild hogs around dere and dey would eat anything dey got hold of. We would put up ice from de Mississippi River. It was over a foot thick. We wore home-made clothes and did not buy no clothes. We wore copper-toed shoes called brogans. De first time I voted was for Teddy Roosevelt. I been voting ever since. Lots of dem have told me how to vote but I never sold my vote.”

Hamilton, L. (n.d). Oral history interview with Louis Hamilton. WPA Slave Narrative Project, Missouri Narratives, Volume 10. Retrieved from http://memory.loc.gov/cgi-bin/ampage?collid=mesn&fileName=100/mesn.00.db&recNum=149&itemLink=D7mesnbib.1./temp/-ammen_ZvQC:

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.

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.

National Archives: 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.

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.

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.

APPARTS: The College Board and the Advanced Placement Program provides the acronym strategy “APPARTS” as a process for students to use while they read and analyze primary sources.

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.

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.5.2; 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 they 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.