

# Give Me Liberty

**Grade Level:** 4<sup>th</sup> Grade

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**Length of Unit:** Eight Lessons, each 45 minutes in length (this unit can be taught in a Language Arts class or as a Core Knowledge American History class)

## I. ABSTRACT

This unit uses the speeches of Patrick Henry and Sojourner Truth, taken from different periods of American History, to teach not only the events of the time but also how the emotions and words of two striking individuals changed history forever. Students will discover that although they came from very different backgrounds, these two American figures impacted their eras of history with their passion and ideals. Students will use the strategies of the “storyboard” and “feelings” to trace the facts of these two individuals, plus record their thinking and create a compare and contrast paragraph about these two revolutionaries.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing. (Colorado Standards Reading and Writing #4)
2. Students understand how to write and speak for a variety of purposes and audiences. (Colorado Standards Reading and Writing # 2)
3. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Standards History # 1)

### B. Content from the *Core Knowledge Sequence* (4<sup>th</sup> Grade – pages 87 and 89)

1. Language Arts/ Speeches/ Patrick Henry: “Give me liberty or give me death”  
Sojourner Truth: “Ain’t I a Woman?”
2. Language Arts/Writing, Grammar and Usage/ Writing and Research/  
Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.

### C. Skill Objectives

1. Student will generate topics and develop ideas for a variety of writing or speaking purposes. (Colorado Standards Reading and Writing # 2)
2. Student will choose vocabulary that communicates their messages clearly and precisely. (Colorado Standards Reading and Writing # 2)
3. Student will recognize an author’s point of view. (Colorado Standards Reading and Writing # 4)
4. Student will respond to written and oral presentations as a reader, listener, and articulate speaker. (Colorado Standards Reading and Writing # 4)
5. Student will use reading, writing, speaking and listening to define and solve problems. (Colorado Standards Reading and Writing # 4)

6. Student will identify cause and effect relationships in a sequence of events. (Colorado Standards History #1.3)
7. Student will compare and contrast different texts. (Colorado Standards Reading and Writing #1)

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Auman, M.E., *Step Up to Writing*
  2. Fritz, Jean, *Where Was Patrick Henry on the 29<sup>th</sup> of May?*
  3. McKissack, Patricia and Frederick, *Sojourner Truth Ain't I A Woman?*
- B. For Students
  1. Background knowledge on Patrick Henry (3<sup>rd</sup> Grade)
  2. Background knowledge on the American Revolution (1<sup>st</sup> Grade, 4<sup>th</sup> Grade)
  3. Background knowledge on the Reformers and Civil Rights (4<sup>th</sup> Grade, 2<sup>nd</sup> Grade)
  4. Background in paragraph writing including topic sentence and occasion/position statements (3<sup>rd</sup> and 4<sup>th</sup> grade)

### IV. RESOURCES

- A. Adler, D.A. *A Picture Book of Frederick Douglass*. New York. Holiday House, 1993. 0-8234-1002-1
- B. Adler, D.A. *A Picture Book of Sojourner Truth*. New York. Holiday House, 1994. 0-8234-1262-8
- C. Auman, M.E. *Step Up To Writing*. Longmont, Colorado. Sopris West, 1999. I-57035-208-9
- D. Fritz, J. *Where was Patrick Henry on the 29<sup>th</sup> of May?* New York. Penguin Putnam Books, 1975. 0-698-11439-6
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- F. Hirsch, Jr., E.D. *What Your 3<sup>rd</sup> Grader Needs to Know*. New York. Dell Publishing, 1994. 0-385-31257-1
- G. McKissack, P. C. & McKissack, F. *Sojourner Truth Ain't I a Woman?* New York. Scholastic, 1992. 0-590-44691-6

### V. LESSONS

#### Lesson One: Detective Work (one class period of 45 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  2. Lesson Content
    - a. Language Arts/ Speeches/Patrick Henry: "Give me liberty or give me death" and Sojourner Truth: "Ain't I a Woman?"
    - b. Language Arts/Writing, Grammar and Usage/ Writing and Research/ Organize material in paragraphs and understand how to

use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.

3. Skill Objective(s)
  - a. Student will generate topics and develop ideas for a variety of writing and speaking purposes.
  - b. Student will respond to written and oral presentations as a reader, listener, and articulate speaker.
  - c. Student will recognize an author's point of view.
  - d. Student will use reading, writing, speaking and listening to define and solve problems.
  - e. Student will compare and contrast different texts.
  - f. Student will choose vocabulary that communicates their messages clearly and precisely.

B. *Materials*

1. Teacher copy of both speeches: "Give me liberty or give me death" and "Ain't I A Woman?" by Patrick Henry and Sojourner Truth (Appendix A-1 and A-2)
2. Student copies of the above speeches – one per each small group
3. Large chart paper taped to the chalkboard or blank overhead transparency with markers to record student responses
4. Student dictionaries – one per group
5. Sticks with student names marked upon them

C. *Key Vocabulary* (Additional vocabulary is listed in Appendix B)

1. Formidable – large, overwhelming
2. Adversary – enemy
3. Vigilant – watching, keeping an eye on something without wavering
4. Submission – giving in to someone or something else
5. Inevitable – certain to happen
6. Gale – strong wind
7. Resounding – repeating, sounding again and again
8. Liberty – freedom

D. *Procedures/Activities*

1. Explain to the class that today they will examine two famous speeches in American History. They should be familiar with one from their 3<sup>rd</sup> grade studies.
2. Begin by reading both speeches aloud to the class (practice ahead of time, especially Sojourner Truth's, as it is written somewhat with Southern dialect and some slang expressions.) Ask if anyone knows, just from listening, who might have written these two speeches.
3. Group the class in small groups of no more than four students. Distribute copies of the speeches to each group and ask them to choose a good reader to reread the speeches to the groups.
4. While they are reading, write the following questions on a transparency or a large piece of chart paper where everyone can see.

- a. Who is the speaker? If you can't say a specific name, tell whether the speaker is a man or woman, free or slave, white or black, what profession?
  - b. When is this speech probably taking place? You may not know a specific year, but what historical events are happening at that time. Look for clues in the speeches.
  - c. Who is the audience? Look for clues to tell you who is listening and where they might be.
  - d. Which words do you not know? List them.
  - e. What problem is being addressed in each speech?
  - f. Why is the speaker concerned? Why is he/she making the speech in the first place?
  - g. Is the speaker asking for war?
5. Begin with question number four, concerning vocabulary words. Write the words each group does not know on the chalkboard. Ask the class to say what they think each word means. If they are able to arrive at an accurate definition, write it on the board next to the word. If not, have the group that gave the word read it in the context of the speech aloud. Ask if anyone can define it accurately now. If not, assign each of the words with unknown definitions to be looked up in the dictionary and for the groups to report back to the class. Ask which words might **not** have a dictionary definition. Examples might include "something out of kilter," "twixt" and "obliged." Talk about dialect with students and how some words are considered dialect or even slang and would not appear in the dictionary but are still understandable to large groups of people. The teacher may have to define these expressions for the students if they cannot detect their meanings.
  6. After all words are defined, go through the other questions on the chart or transparency and write down group answers. Put tally marks by any answers that appear more than once. Ask groups to explain clues they found in the speeches to tell them certain information; for example, mention of the British and Boston to show Patrick Henry's speech may have happened sometime during the Revolutionary War near 1776.
  7. Explain to the class who wrote each speech, but do not give correct answers to any of the other questions. Instead tell students they will see if their answers were correct over the next few days as these two authors are studied in class.
- E. *Assessment/Evaluation*
1. Each group will provide answers for the questions that are written on the chart or overhead transparency.
  2. Students will participate orally trying to identify the origin of the speeches. The teacher should make sure each student is called upon for information by using sticks with student names on each stick and drawing them out randomly for each question. This assures that everyone participates, not just a few verbal students.

## **Lesson Two: Patrick Henry (two class periods of 45 minutes each)**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Lesson Content
  - a. Language Arts/ Speeches/ Patrick Henry: “Give me liberty or give me death.”
3. Skill Objective(s)
  - a. Student will respond to written and oral presentations as a reader, listener, and articulate speaker.
  - b. Student will recognize an author’s point of view.
  - c. Student will identify cause and effect relationships in sequence of events.

### **B. Materials**

1. A copy of the Jean Fritz’s book, *Where Was Patrick Henry on the 29<sup>th</sup> of May?*
2. 11” x 17” white construction paper (one per student)
3. A pad of medium sized sticky notes – any light color (one per student)
4. A list of facts from the story, which will be listed on the board (see Appendix C)
5. Sticks with each student’s name printed upon them

### **C. Key Vocabulary (Additional vocabulary is recorded in Appendix B)**

1. Tributaries – branches of a river (p. 7)
2. Mosey about – walk along slowly (p. 9)
3. Foxhorn – horn that hunters blow to signal they have found their game (p. 10)
4. Took for granted – didn’t think about what they meant to him (p. 12)
5. Militia – military or group of soldiers (p.13)
6. Irresponsible – didn’t accept duties or jobs; let people down (p.13)
7. Scholar – good student (p. 14)
8. Disposition – way of acting (p. 16)

### **D. Procedures/Activities**

1. Distribute construction paper and sticky notes to each student. Students should be instructed to make quick sketches of what is happening to Patrick Henry, the main character in this book, as the teacher reads the story aloud. Instruct the students just to do a sketch, not a complete artwork and put them in order on the construction paper as the story is read. They should have a minimum of three sticky notes completed at the end of the reading.
2. The teacher should read the story aloud, taking time to “think aloud” as he/she reads, stopping to ask students questions, making predictions about what will happen next, and defining vocabulary above. The teacher

should ask students to first define the vocabulary by how it is used in the story. To do this, sentences may have to be reread several times. Read slowly and remind students not to get so involved with their sketching that they forget to listen to the rest of the story.

3. The first day, the teacher should read from page 7 to page 30.
4. After reading, the teacher should draw two columns on the chalkboard or on a transparency and label the first column “Facts or Content.” In this column he/she should list the major facts of what was just read (Appendix C).
5. Label the second column “Thinking or Process.” In this column, the teacher should list various thoughts that students had about each of the facts listed. This will vary with the class responses. For example, the first fact “Born on May 29, 1736, in Hanover County, Virginia” may elicit the response, “That’s where the date in the title of the book came from.” Another response might be “Patrick Henry was born at home, not at a hospital.” Record these in one or two word phrases to save time writing.
6. When all facts have been recorded and responded to for the day’s reading, have students complete their storyboards on the construction paper by writing captions for each of the sticky note sketches. One of two sentence captions will be sufficient. Make sure that the pictures are put in correct order so they tell the story of Patrick Henry’s life. Have students self edit for spelling, punctuation and capitalization.
7. On day two, repeat this, reading from page 30 until the end of the book.

E. *Assessment/Evaluation*

1. Teacher will check to make sure that every student has a completed storyboard with at least three sketches per day’s reading. Captions should be written in complete sentences.
2. All sticks should be used to determine that each student participated in the class discussion of the thinking that went with particular facts from the story.

**Lesson Three: Sojourner Truth (two class periods of 45 minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Lesson Content
  - a. Language Arts/ Speeches/ Sojourner Truth: “Ain’t I A Woman?”
3. Skill Objective(s)
  - a. Student will respond to written and oral presentations as a reader, listener, and articulate speaker.
  - b. Student will recognize an author’s point of view.

- c. Student will identify cause and effect relationships in sequence of events
- B. *Materials*
- 1. Teacher copy of the McKissack's book, *Sojourner Truth Ain't I a Woman?* and/or a copy of Adler's book, *A Picture Book of Sojourner Truth*
  - 2. A blank piece of notebook paper – one per student
  - 3. A copy of the Facts taken from the McKissack book (see Appendix D)
  - 4. Sticks with each student's name printed upon them
- C. *Key Vocabulary* (Additional vocabulary is recorded in Appendix B)
- 1. Ancestral – coming from his native land, in this case, Dutch (p. 9)
  - 2. Ventilation – movement of air (p. 11)
  - 3. Auctioneer – person who sells things (or people in this story) at a sale (p. 16)
  - 4. Immigrants – people who come from another country (p. 17)
  - 5. Brutality – cruelty (p. 17)
  - 6. Abolitionists – people who were against slavery (p. 22)
  - 7. Vinegary disposition – sour, mean way of acting (p. 25)
  - 8. “White folks’ nigger” – behaving like the white people who owned them thought they should act; acting like a black slave (p. 28)
- D. *Procedures/Activities*
- 1. The teacher has two options in presenting biographical material on Sojourner Truth. One is to use the McKissack book, which tells much detail on her life. If this book is used, a suggestion is to read completely Chapters 1 – 3 (pages 9 – 48) and the section about her actual speech on pages 109 – 115. While reading Chapters 1 – 3 aloud to the class, the teacher should use think alouds, mentioning personal connections to the text, questioning the students, making predictions and defining the vocabulary mentioned above. The sentences containing this vocabulary should be reread and discussed orally as a class so that students get the full meaning of the text. After Chapter 3 is read, the teacher should then update Belle's life by telling the class the following events: Her husband, Tom, dies and she is separated from her children. She will work for many people and learn new things. She feels a “leading” to fight against slavery and the lack of women's rights. She will change her name from Belle to “Sojourner Truth” because she is a traveler looking for truth and justice. She travels around speaking about her life and even writes an autobiography. At this point, in 1851, she comes to a convention for women's rights in Ohio. The teacher should then read the section in the book (pages 109 – 115) about the famous speech she gives. The teacher should then finish the story of Sojourner's life by telling the class that she goes on to make many more speeches denouncing slavery and harsh treatment to women and eventually moves to Washington D.C. where she meets and influences Abraham Lincoln. Her final cause in life was to get a law passed after the Civil War was fought to let slaves own land out West to get a new start, but the bill was never enacted.

2. A second approach would be to read and show the Adler book, *A Picture Book of Sojourner Truth*, and fill in details not given in this book from Appendix D. This will make a quicker presentation, but will leave out some of the richness of her life. (A third approach would be to use a combination of both methods.)
  3. After the material has been presented, the teacher should again draw two columns on the chalkboard, labeling one column “Content or Facts” and the other “Process or Thinking.” The facts from Appendix D should be listed, and the thinking by the students recorded in words or phrases beside each fact. As the facts are listed, ask the students to number them on their blank piece of notebook paper and to draw happy or sad faces for the way Sojourner might have felt when each of these things happened in her life. For example, in this fact, “Belonged to the Dutch family, Hardenbergh, 10 other children all dead or sold away,” how does Belle (Sojourner) feel about this? The students will then draw a happy face, a neutral face, or a sad face on their paper. When the thinking is recorded, they will then explain their choice of face to the class. This strategy is called “feelings” analysis.
  4. At the end of the exercise, the students should count up their happy, sad and neutral faces and see which are more numerous. Did Belle lead a happy life? Did she let her unhappiness and hardships keep her from making her life and the lives of others better?
  5. Discuss as a class how the words of Patrick Henry and Sojourner Truth changed the lives of others. What events in history were changed because of their words? The teacher should write the name of the speech for each speaker on the board and underneath, should list the effects of their words on the country.
  6. The teacher should finish the lesson by taking out the questions the small groups answered in Lesson One. How close were they in correctly identifying the author and listeners to these famous speeches?
- E. *Assessment/Evaluation*
1. Students should have recorded a happy, neutral or sad face on their paper for each of the facts presented on the chalkboard.
  2. All the sticks with student names should have been drawn so that every student participated in the discussion of the story.
  3. When asked, students should be able to retell the events in both Sojourner Truth’s and Patrick Henry’s lives that led up to their now famous speeches.

#### **Lesson Four: Rewriting the Speeches (one class period of 45 minutes)**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - b. Students write and speak for a variety of purposes and audiences.

2. Lesson Content
    - a. Language Arts/ Speeches/ Patrick Henry: “Give me liberty or give me death.” And Sojourner Truth: “Ain’t I a Woman?”
  3. Skill Objective(s)
    - a. The student will choose vocabulary that communicates their messages clearly and precisely.
    - b. The student will respond to written and oral presentations as reader, listener, and articulate speaker.
    - c. The student will recognize an author’s point of view.
- B. *Materials*
1. Copies of both the Patrick Henry and the Sojourner Truth speeches, one per student (Appendices A–1 and A–2)
  2. Student dictionaries – one per student
  3. Notebook paper for rewriting speech
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Put students back into their original small groups from Lesson One. Distribute copies of both the Patrick Henry and the Sojourner Truth speeches. The teacher should read both speeches slowly aloud, pausing for effect the way the original speaker might have paused. Students should then be instructed to rewrite both speeches in their own words, using the dictionary for difficult vocabulary. The teacher can assist with definitions of words from Lesson One that might not be found in the dictionary such as “twixt.” Hopefully, students will remember definitions from the Lesson One discussions.
  2. All students should copy the rewritten speech their group creates. When complete, one student from each group should read the finished speech aloud to see if it makes sense to the rest of the group.
  3. When all groups have finished rewriting, reading aloud, and copying their speeches onto notebook paper, each group should share with the class what they have written.
  4. Discussion should be held whether or not the new rewritten speech really says the same thing that the original author intended. The class should make suggestions for improvement as a whole.
  5. The use of specific vocabulary should also be discussed as a class. Does changing the words change the meaning or the importance of the speech?
  6. The teacher should then encourage other group members to reread their speeches using different emotions and body movements than the first student who read. A list of “body language” techniques used by Patrick Henry and Sojourner Truth should be shared with the class from the two biographies (see Appendix E for examples).
- C. *Assessment/Evaluation*
1. Each student should produce a copy of the rewriting of both the Patrick Henry and Sojourner Truth speeches by his/her group.

**Lesson Five: Compare and Contrast (two class periods of 45 minutes each)**

**A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand how to apply thinking skills to their reading, writing, speaking, listening and viewing.
  - b. Student will understand how to write and speak for a variety of purposes and audiences.
2. Lesson Content
  - a. Language Arts/ Speeches/Patrick Henry: “Give me liberty or give me death” and Sojourner Truth: “Ain’t I A Woman?”
  - b. Language Arts/Writing, Grammar and Usage/ Writing and Research/ Organize material in paragraphs and understand how to use a topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
3. Skill Objective(s)
  - a. The student will compare and contrast different texts.
  - b. The student will recognize an author’s point of view.
  - c. The student will respond to written and oral presentations as a reader, listener, and articulate speaker.
  - d. The student will choose vocabulary that communicates their messages clearly and precisely.
  - e. The student will generate topics and develop ideas for a variety of writing or speaking purposes.

**B. Materials**

1. A model of a Venn diagram drawn either on an overhead transparency or on the chalkboard (see Appendix F)
2. The compare/ contrast template for paragraph development (see Appendix G) – one per student
3. Sets of words for both comparing and contrasting from which students may choose (Appendix H and I) – one per student
4. A transparency of a completed template (British vs. Americans) – Appendix J
5. Two pieces of blank notebook paper, one for each paragraph
6. Red, white and blue construction paper for mounting of completed paragraphs

**C. Key Vocabulary**

1. Compare – listing of items that are similar between two or more things
2. Contrast – listing of items that are different between two or more things
3. Venn diagram – two intersecting circles, which graphically illustrate comparisons and contrasts between two items; the areas outside the intersection show the differences and the areas inside the intersection show the likenesses

**D. Procedures/Activities**

1. The teacher draws a Venn diagram either on an overhead transparency or on the chalkboard (Appendix F) to illustrate how to write a

- compare/contrast paragraph. He/she demonstrates how the differences and likenesses of two items are illustrated using this graphic organizer.
2. This unit should follow the teaching of the American Revolution in Grade 4 or be taught simultaneously in Language Arts while the Revolution is being taught in Core Knowledge. Whichever system is used, the students should be familiar with some differences and likenesses between the British and the Americans. (If they are not, for some reason, use another two items you can compare, preferably from a previous Core Knowledge unit.) The teacher should put the word, “Compare” on the board and list the ways that the British and the Americans are alike. The answers will vary with classes, but some ideas might include:
    - b. most were English descent
    - c. both had lived under a monarchy (ruled by a king)
    - d. both had families
    - e. both were defending their ‘way of life’
    - f. both fought with muskets, etc.
  3. Next, the teacher should write the word, “Contrast” and ideas should be generated for that label. Suggestions are as follows:
    - a. British wore bright, red coats; Americans did not have uniforms at first
    - b. British were well trained soldiers; Americans were farmers trained as “minutemen”
    - c. British were well supplied and armed; Americans had few provisions and little ammunition
    - d. The British were far from home; Americans were defending their homeland, etc.
  4. The teacher should then write the comparisons in the intersected part of the two circles on the Venn diagram and should write the contrasts in the outer part of each circle, one circle being the British and the other being the Americans. (If space is lacking, an alternate suggestion would be to use two hula-hoops, which set on the chalkboard tray. Then have students place ideas on sticky notes and put them inside the hula-hoops.)
  5. The teacher should distribute charts of words that can be used to write compare/contrast paragraphs (Appendices H and I). These include occasion/position words for the topic sentence, describing words, verbs and transition words.
  6. Using the template for the compare/contrast paragraph as a transparency, the teacher should then fill out each section with the information from the Venn diagram. Students should supply what goes on each line.
  7. The finished template should be used as a model for the students’ writing of their own compare/contrast paragraphs of Patrick Henry and Sojourner Truth (see Appendix J).
  8. Hand out blank templates (Appendix G) to each student. Explain that they will now write their own compare/contrast paragraphs, using Patrick Henry and Sojourner Truth as the items to compare and contrast.

9. Copy a new Venn diagram on the board and fill it in as a class using comparisons and contrasts from the two speechmakers. This should mainly focus on the speech, not just the backgrounds of the two people, although the historical periods should definitely be mentioned.
  10. Begin with the topic sentence. Have students look at their list of words for both compare and contrast (Appendices H and I). They should also look at the model that has just been completed in class (Appendix J). Students should now write a topic sentence on their template, using an occasion/position statement. Remind them to start with a major way Patrick Henry and Sojourner Truth are both alike.
  11. Next, have each student choose one difference from the Venn diagram and write a sentence about it under the “First Comparison” line. Remind them to use a transition word. Refer to Appendices H and I.
  12. Have students explain this difference in two more sentences under the “Explain” lines.
  13. When they are finished, have them choose another difference from the Venn diagram and write another main idea sentence, again using a transition word. Encourage them to use a different transition than the one they used previously.
  14. Write two more explanation sentences.
  15. Finally, write the conclusion. Remember to restate the topic sentence and add a thought.
  16. Have student read over their templates. If time allows, have them read their paragraphs to another student aloud to see if they sound correct.
  17. Students should then recopy their template in paragraph form on a blank piece of notebook paper. They should use their best handwriting and edit mistakes in punctuation, capitalization and spelling. Remind students to indent their topic sentence. Having a peer edit beforehand would be helpful.
  18. After teacher editing and possible recopying, the completed paragraphs should then be stapled to red, white, or blue construction paper for display in the classroom.
- E. *Assessment/Evaluation*
1. Student will be able to write a completed compare/contrast paragraph with correct mechanics, spelling and legible handwriting (these should reflect the major similarities and differences between the two speechmakers, Patrick Henry and Sojourner Truth).

## VI. CULMINATING ACTIVITY

- A. At the semi annual Parent/Teacher conferences, students will share the compare/contrast paragraphs they wrote with their parents. They will read them orally and share what they learned with their parents. The teacher can ask questions to stimulate the student’s sharing with their parents.
- B. When the unit on Reformers is studied later in the school year, the teacher will remind students of prior knowledge they should have about Sojourner Truth. An excellent follow-up can be the sharing of David Adler’s two picture books, A

*Picture Book of Sojourner Truth* and *A Picture Book of Frederick Douglass*. (David Adler) After reading these orally to the class, the students should be able to write another compare/contrast paragraph using a teacher drawn Venn diagram and their paragraphs comparing Patrick Henry and Sojourner Truth as models. They should then share these orally with the class.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A-1: Patrick Henry speech “Give me liberty or give me death”
- B. Appendix A-2: Sojourner Truth speech “Ain’t I a Woman?”
- C. Appendix B: Additional vocabulary from Lessons 1 – 3
- D. Appendix C: Facts from *Where Was Patrick Henry on the 29<sup>th</sup> of May* by Fritz
- E. Appendix D: Facts from *Sojourner Truth Ain’t I a Woman?* by McKissack
- F. Appendix E: A list of body language descriptions for both Patrick Henry and Sojourner Truth)
- G. Appendix F: Venn diagram
- H. Appendix G: Blank template to use for compare/contrast paragraph
- I. Appendices H and I: Sample words for writing compare/contrast paragraphs
- J. Appendix J: Completed template comparing the British and Americans before the Revolutionary War

## VIII. BIBLIOGRAPHY

- A. Adler, D.A. *A Picture Book of Frederick Douglass*. New York: Holiday House, 1993. 0-8234-1002-1
- B. Adler, D.A. *A Picture Book of Sojourner Truth*. New York: Holiday House, 1994, 0-8234-1262-8
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## Appendix A-1: Give Me Liberty

### “Give me liberty or give me death”

“Mr. President...This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery...

“There is no longer any room for hope. If we wish to be free...we must fight!

“...They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be next week, or the next year? Will it be when we are totally disarmed, and when a British guard is stationed in every house?... The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat, sir, let it come!

“...Gentlemen may cry, ‘Peace, Peace’—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand here idle? What is it that gentlemen wish? What would they have? Is life so dear or peace so sweet to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty or give me death!”

## Appendix A-2: Give Me Liberty

### "Ain't I A Woman?"

Well, children, there is so much racket there must be something out of kilter. I think that 'twixt the Negroes of the South and the women of the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody helps me into carriages, or over mud-puddles, or gives me the best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in my head: what's that they call it? [Intellect, someone whispers.] That's it, honey. What's that got to do with women's rights or Negro's rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my half-measure full?

Then that little black man there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? From God and woman! Man had nothing to do with him!

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner Truth ain't got more to say.

## Appendix B: Give Me Liberty

### Additional Vocabulary from Lessons 1 – 3

#### Lesson One:

1. Racket – noise
2. Something out of kilter – something is not quite right
3. ‘Twixt – between
4. Bear the lash – have been beaten with a whip
5. Borne – given birth to
6. Intellect – intelligence, smartness
7. The first woman – Eve, in the Bible
8. Obligated to you – I thank you

#### Lesson Two:

1. Breeches – pants (p. 17)
2. Courting – dating (p. 19)
3. Pleasantry – having a sunny outlook, nice to others (p. 22)
4. Overawe – make him uncomfortable, overwhelm (p. 25)
5. Justice – judge (p.26)
6. Transfixed – completely absorbed, unable to think of anything else (p. 29)
7. Treason – betrayal of one’s country (p. 32)
8. Spellbinding – unable to think of anything else; almost “under a spell” (p. 33)
9. Plunged – stuck into (p. 37)
10. Inauguration – ceremony to take office, in this case the office of governor (p. 40)
11. Orator – speaker (p. 42)

#### Lesson Three:

1. Reprimanding – criticizing roughly (p. 31)
2. Jumping over a broomstick – a custom in an African marriage where the engaged couple jump together over a broomstick to confirm that they are now a couple and married; not a legal marriage, just a custom (p. 32)
3. Proposition - plan that would benefit both parties making the agreement (p. 34)
4. Integrity – honesty (p. 34)
5. Pillow slip – cover for a pillow (p. 37)
6. Omnipotent – knowing all things (p. 38)
7. Bolstered – increased; added to (p. 44)
8. Writ – legal document (p. 45)
9. Prejudices – dislike of someone or something without justification (p. 110)
10. Feminists – those who support rights for women (p. 110)
11. Congenial – friendly (p. 110)

12. Clergyman – religious leader (p. 111)
13. Hostile – angry (p. 111)
14. Racism – treating someone badly just because of the race or color that they are (p. 115)

## Appendix C: Give Me Liberty

### Facts from *Where Was Patrick Henry On the 29<sup>th</sup> of May?* by Fritz

1. Born May 29, 1736, in Hanover County, Virginia
2. Interests: fishing, hunting, listening
3. Hero: Uncle Langlool Winston, politician
4. Not a good student
5. One of nine children
6. Talents: happy, fond of his gun, music, observed people closely, and could "send" his voice
7. Became a storekeeper at age 16 – failed
8. Married Sarah Shelton at 18 – became a tobacco farmer
9. Became a self taught lawyer – age 24
10. 1763 – became well known for his speech against the Parsons of Virginia and England
11. Became a member of The House of Burgesses (Virginia's governing body) Spoke out against taxation after the Stamp Act
12. Had six children, wife lost her mind
13. 1775 – wife died
14. March 23, 1775 – delivered his most famous speech, "Give me liberty or give me death" at St. Johns Church in Richmond, Virginia.
15. Became the governor, five times
16. Married Dorothea Dandridge

17. Spoke against the Constitution
18. Bill of Rights was later added as he suggested
19. Owned much land – did it all “with his tongue”
20. Had a total of seventeen children
21. Died, June 6, 1799

## Appendix D: Give Me Liberty

Facts about *Sojourner Truth Ain't I A Woman?* by McKissack

1. Born, 1797 – named Isabella, called Belle
2. Father – Baumfree; Mother – Mau Mau Bett
3. Belonged to the Dutch family, Hardenberghs
4. Ten children all dead or sold away
5. Lived in a cellar/ had a younger brother, Peter
6. Sold at age 11 to John Neely, a storekeeper
7. Beaten and yelled at for not speaking English
8. Sold to Schryvers family
9. Sold at age 13 to John Dumont
10. Thought John Dumont was a god/reported on other slaves
11. Loved Robert, but was not allowed to marry him
12. Married Tom by Dumont's orders
13. Had five children
14. Promised freedom in ten years – 1827
15. Dumont tricked her and did not free her early
16. Ran away with only her baby, Sophia
17. Lived with Quakers, the Van Wageners
18. Won a lawsuit which saved her son, Peter, from slavery in Alabama – first black woman to win a court case
19. Lived and worked for the Van Wageners so she could be near her children
20. Moved to New York City
21. Attended the African Methodist Episcopal Church
22. Joined "the Kingdom", a religious cult
23. Sued when she was accused of murder
24. Son, Peter, was sent to sea as punishment for bad behavior and never returned
25. Left New York when God told her to "Go East"
26. Changed her name to "Sojourner Truth" at 46
27. Became a camp speaker against slavery – used simple language, sincerity, and quoted Scripture
28. Wrote her autobiography in 1850 – also became associated with the struggle of women
29. Continued touring and speaking
30. Gave "Ain't I a Woman?" speech at Women's Rights Convention in Akron, Ohio (pages 109 – 115)
31. Retired and lived with her family
32. Civil War began – Sojourner toured around again supporting abolitionists
33. Took food to soldiers

34. Moved to Washington D.C. where she helped slaves in their transition to freedom
35. Met President Lincoln in 1864
36. Tried to get land grants out West for ex-slaves
37. Retired again after Sammy, her grandson, died
38. Died at 86 years old

## Appendix E: Give Me Liberty

### “Body Language” descriptions of Patrick Henry & Sojourner Truth

Patrick Henry (from *Where Was Patrick Henry on the 29<sup>th</sup> of May?* by Jean Fritz – pages 35 – 37)

“Patrick stood up and pushed his glasses back on he head which was what he did when he was ready to use his fighting words.”

“Patrick bowed his body and locked his hands together as if he, himself, were in chains. Then suddenly he raised his chained hands over his head.”

“Patrick dropped his arms, threw back his body and strained against his imaginary chains until the tendons of his neck stood out like whipcords and the chains seemed to break. Then he raised his right hand in which he held an ivory letter opener....And he plunged the letter opener in such a way it looked as if he were plunging it into his heart!”

Sojourner Truth (from *Sojourner Truth Ain't I a Woman?* by P. & F. McKissack – pages 110 - 115)

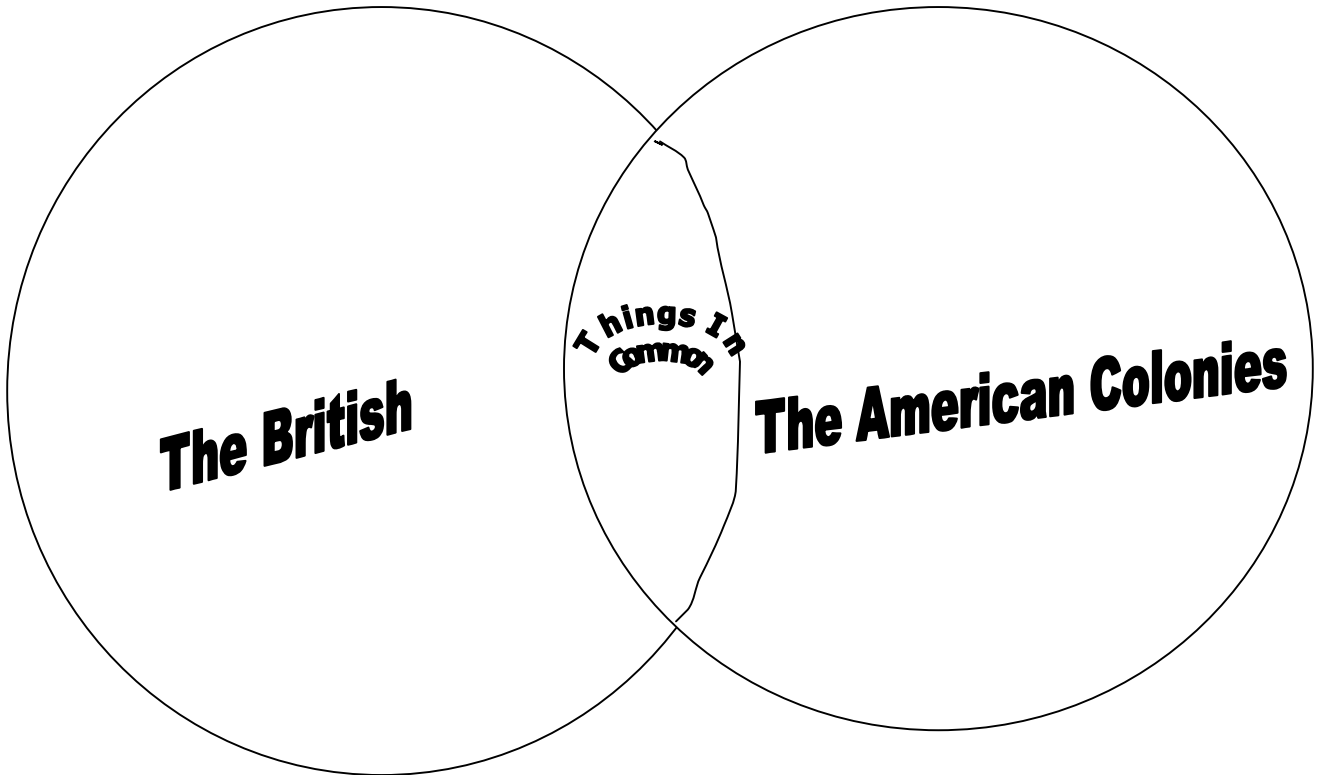
"Fearlessly, but gently, she took control of the situation. First, she removed her sunbonnet, folded it neatly and set it aside. Her slow deliberate movements had a calming effect on the audience."

"She was furious and ready to do battle using God's own truth.

"She bared her right arm and raised it in the air. The audience gasped as one voice. Her dark arm was muscular, made strong by hard work."

Appendix F: Give Me Liberty

Venn Diagram



## Appendix G: Give Me Liberty

### Template for the Compare/Contrast Paragraph

(Adapted from *Step Up To Writing* by M. Auman)

Topic Sentence (Use occasion/position statement)

First Comparison (Use a transition)

Explain (Give details)

Explain (Give details)

Second Comparison (use a transition)

Explain (Give details)

Explain (Give details)

Conclusion (Restate the topic sentence and add a thought)



## Appendix H: Give Me Liberty

### Sample Words to use in the Compare/Contrast Paragraph

#### CONTRAST WORDS (How 2 Things are Different)

##### Occasion/Position Words for the Topic Sentence

Even though	Although	While
If	As	Despite
In spite of	Since	When
After		

##### Describing Words

Unlike	dissimilar	contrary
Not the same	opposite	diverse

##### Verbs

Differ	vary	contrast
--------	------	----------

##### Transition Words

On the contrary while	in addition
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Another  
Unlike

but

by comparison

## Appendix I: Give Me Liberty

### Sample Words to use in the Compare/Contrast Paragraph

#### WORDS THAT COMPARE (How 2 Things are the same)

##### Occasion/Position Words for the Topic Sentence

Even though	Although	While
Despite	In spite of	since
If	as	When
After		

##### Describing Words

Alike	similar	similarities
The same	in common	parallel

##### Verbs

Resemble	mirror	share
----------	--------	-------

##### Transitions

As	as well	also
----	---------	------

In addition

since

just as

Like

likewise

## Appendix J: Give Me Liberty

### Template for the Compare/Contrast Paragraph

Topic Sentence (Use occasion/position statement)

The British and the American colonists were all willing to fight for their beliefs, but they were prepared very differently for war.

First Comparison (Use a transition)

One difference was in their equipment.

Explain (Give details)

The British had great supplies of guns, muskets and ammunition.

Explain (Give details)

The Americans, on the other hand, had few guns and had to melt down pieces of metal to make bullets on their way to the battlefield.

Second Comparison (Use a transition)

A second difference was in the training both the British and the Americans received.

Explain (Give details)

The British were well-trained, professional soldiers, instructed in England.

Explain (Give details)

The American soldiers were mostly farmers who received no training before going into combat.

Conclusion (Restate the topic sentence and add a thought)

Though both the British and the Americans were determined to win the Revolutionary War, the British were much better equipped for victory.

