

Amazing Speeches

Grade Level or Special Area: 5th Grade Language Arts

Written by: Marva Lewis, Bromley East Charter School, Brighton, Colorado

Length of Unit: Eight lessons (approximately 15 days; one day = 55 minutes including the Culminating Activity)

I. ABSTRACT

This 5th grade unit will look at and study the power of words through the famous speeches of Frederick Douglass, Abraham Lincoln, and Chief Joseph. Students will end the unit by writing a story set during the nineteenth Century Era.

II. OVERVIEW

A. Concept Objectives

1. Students will learn to understand the impact of a speaker on his or her audience both politically and socially.
2. Students will understand how to speak and write for a variety of purposes and audiences.
3. Students will understand written and spoken words as well as appreciate the visual and auditory appeal.

B. Content from the *Core Knowledge Sequence*

1. History and Geography: American History and Geography (page 117)
 - a. The Civil War
2. Language Arts: Writing, Grammar, and Usage: Writing and Research (page 109)
 - a. Produce a variety of types of writing—essays
 - b. Know how to gather information from different sources (such as an encyclopedia, magazine, interviews, observations, on-line), and write short reports synthesizing information in his or her own words with attention to the following:
 - i. understanding the purpose and audience of the writing
 - ii. defining the main idea and sticking to it
 - iii. providing an introduction and conclusion
 - iv. organizing material in coherent paragraphs
 - v. illustrating points with relevant examples
 - vi. documenting sources in a rudimentary bibliography
3. Language Arts: Fiction and Drama (page 110)
 - a. Stories
 - i. *The Adventures of Tom Sawyer* (Mark Twain)
 - ii. *Little Women* (Louisa May Alcott)
 - iii. *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
4. Language Arts: Speeches (page 111)
 - a. Abraham Lincoln: Gettysburg Address
 - b. Chief Joseph: “I will fight no more forever”

C. Skill Objectives

1. Students will take notes from relevant sources (periodicals, on-line searches).
CSS 5.5.C
2. Students will find information to support ideas. CSS 5.5.E
3. Students will define vocabulary words.
4. Students will participate productively in group discussions.
5. Students will write in complete sentences varying the types (compound, compound-complex).

6. Students will use adjectives and adverbs appropriately.
7. Students will correct capitalization, punctuation, and abbreviations.
8. Students will use recognition skills to understand unfamiliar words (prefixes and suffixes and root affect word meaning).
9. Students will ask questions to direct research.
10. Students will read and comprehend “*Narrative in the Life of a Slave*”.
11. Students will record feelings in a journal after reading the material.
12. Students will describe American leaders in America political and cultural change.
13. Students will identify the states that formed the Confederacy during the Civil War.
14. Students will discuss what our country would be like if the Confederates won the war.
15. Students will demonstrate knowledge about the United States of America (the Civil War states and sites where it was fought).
16. Students will use knowledge of foreshadowing, metaphors, simile, and symbolism to understand the text.
17. Students will understand how figurative language supports meaning in a given text.
18. Students will paraphrase the key ideas in fiction and nonfiction.
19. Students will respond to written and oral presentations as a reader, listener, and articulate speaker.
20. Students will participate productively in class discussion.
21. Students will recognize the use of imagery.
22. Students will orally summarize the main points of the story.
23. Students will apply thinking skills to their reading, writing, and listening.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. E.D. Hirsch Jr. *What Your 5th Grader Needs to Know*
- B. For Students
 1. Sojourner Truth: “Ain’t I Woman” (4th grade Core Knowledge)
 2. Patrick Henry “Give me liberty or give me death” (4th grade Core Knowledge)
 3. The Civil War (should have studied from the succession through the battle of Bull Run in history class)

IV. RESOURCES

- A. Marshall, Michael J. Ed, *Realms of Gold*, volume 1 for all students
- B. Video of Frederick Douglass PBS online PBS.org
- C. Musical recording of Civil War Songs (“Dixie,” “Battle Hymn of the Republic” “When Johnny Comes Marching Home”), Ken Burns Civil War Series PBS.org.
- D. *Eyewitness Classics Little Women Background Facts and Photographs*
- E. Teacher and student copies of *Narrative of the Life of an American Slave*
- F. David Adler *A Picture Book of Frederick Douglass*
- G. Copy of *Escape from Slavery and Narrative of the Life of a Slave*
- H. Pearson Learning Core Knowledge History and Geography
- I. *If You Grew Up With Abraham Lincoln*
- J. Copies of the Gettysburg Address

V. LESSONS

Lesson One: Review the Civil War: Causes, Conflicts, and Consequences (approximately five 55 minute class periods)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will learn to understand the impact of a speaker on his or her audience both politically and socially.
2. Lesson Content
 - a. Civil War
 - b. *Little Women* (Louisa May Alcott)
 - c. *Narrative of the Life of Frederick Douglass* (Frederick Douglass)
3. Skill Objective(s)
 - a. Students will define vocabulary words.
 - b. Students will participate productively in group discussions.

B. Materials

1. *Realms of Gold*, volume 1, copies for all students
2. Notebook paper and pens for all students
3. Teacher copy of key vocabulary from lesson
4. Teacher copy of *Core Knowledge Sequence*
5. *What Your 5th Grader Needs to Know* pg. 54 (Battle Hymn of the Republic)
6. *Eyewitness Classics Little Women Background Facts and Photographs*
7. Teacher and student copies of *Narrative of the Life of an American Slave*
8. Appendix A Background on Frederick Douglass
9. Appendix B Background Knowledge on the Civil War
10. Appendix B.1 Map of States for Students and Teacher
11. Appendix B.2 Civil War Questions
12. Appendix B.3 Answers to Civil War Questions

C. Key Vocabulary

1. Abolitionist – a person opposed to slavery and in favor of ending it right away
2. Urban – having to do with cities or towns
3. Rural – having to do with the countryside and agriculture
4. Southern plantation – a big business that depended on slave labor to make a profit
5. Secede – to withdraw formally from an organization or a nation
6. Fugitive – one who flees or tries to escape
7. Arsenal – a building where weapons are stored
8. Prohibit – to forbid or prevent by law a particular action
9. Reformer – a person who attempts to improve social and political conditions

D. Procedures/Activities

1. Write key vocabulary words from the lesson on the board without definitions.
2. Have students copy these and write what they think each term means. Collect papers.
3. Write the correct definitions next to each vocabulary word. Leave on the board for students to copy in their notebooks and as an aid in the discussion of Frederick Douglass and the Civil War.
4. Have students copy each vocabulary word and definition in their notebooks to use and study for unit test.
5. Introduce the “*Narrative in the Life of an American Slave*”.
6. Discuss Frederick Douglass’ background briefly (Appendix A).
7. Invite discussion on what students know about the Civil War (Appendix B).
8. Read *Little Women* and show students the photographs.

9. Read the Battle Hymn of the Republic by Julia Ward Howe (Union Soldiers' marching song).
 10. Hand out a map of the Civil War States to each student to aid in the discussion.
- E. *Assessment/Evaluation*
1. Group discussion
 2. Student question and answer period

Lesson Two: Research Frederick Douglass

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the impact of a speaker on his or her audience both politically and socially.
2. Lesson Content
 - a. Writing and Research: Know how to gather information from different sources (such as an encyclopedia, magazine, interviews, observations, on-line), and write short reports synthesizing information in his or her own words with attention to the following:
 - i. understanding the purpose and audience of the writing
 - ii. defining the main idea and sticking to it
 - iii. providing an introduction and conclusion
 - iv. organizing material incoherent paragraphs
 - v. illustrating points with relevant examples
 - vi. documenting sources in a rudimentary bibliography
3. Skill Objective(s)
 - a. Students will write in complete sentences varying the types (compound, compound-complex).
 - b. Students will use adjectives and adverbs appropriately.
 - c. Students will correct capitalization, punctuation, and abbreviations.
 - d. Students will use recognition skills to understand unfamiliar words (prefixes and suffixes and root affect word meaning).
 - e. Students will ask questions to direct research.
 - f. Students will take notes from relevant sources (periodicals, on-line searches).
 - g. Students will find information to support ideas.

B. *Materials*

1. Notebook paper and pens for all students
2. David Adler *A Picture Book of Frederick Douglass*
3. Video of Frederick Douglass; PBS online
4. Appendix C. Teacher Timeline of Frederick Douglass
5. Appendix C.1 Teacher Frederick Douglass Timeline Answer Sheet
6. Appendix D Student Timeline
7. Appendix E Student Paragraph Map
8. TV and VCR

C. *Key Vocabulary*

1. Prefixes: anti – against or opposed (as in antisocial), fore – before or earlier (as in forefather), ir – not (as in illegal, irregular), inter – in inside (as in interstate), mid – middle (as in midnight, Midwest)
2. Suffixes: ist – one that performs a specific action (as in artist, pianist) ish – relating to condition or quality (foolish) ness – state quality or condition (as in forgiveness) tion, sion – (as in relation, extension)

- D. *Procedures/Activities*
1. Review from fourth grade: how to use a topic sentence.
 2. Review from fourth grade: how to develop a paragraph with examples and details.
 3. Review punctuation learned in previous grades (periods, commas, including a series).
 4. Write key vocabulary and definitions on the board.
 5. Have each student copy the vocabulary in his or her notebooks to use and study for unit vocabulary test.
 6. Give each student a copy of Appendix D: Frederick Douglass Timeline (students must fill in the answers when doing library research).
 7. Read the *Picture Book of Frederick Douglass* to the students (David Adler) and show the video of Frederick Douglass (PBS.org).
 8. Assign students to groups of four or five where they can work on the research-writing project as a group.
 9. Have students decide who will work on what. For instance, who will type? Who will research his earlier life, and who will research his later years (with teacher approval).
 10. Give each student a copy of Appendix E. Student Paragraph Map for writing his or her essay.
 11. Field trip to the library to do research.
- E. *Assessment/Evaluation*
1. Teacher observation
 2. Student timelines
 3. Group writing project

Lesson Three: Read “*Narrative of the Life of Frederick Douglass*”

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand written and spoken words as well as appreciate the visual and auditory appeal.
 2. Lesson Content
 - a. Reading Comprehension and Response (page 65)
 - i. Students will independently read and comprehend longer works of fiction and non-fiction.
 - ii. Point to specific words that are causing difficulties in comprehension.
 - iii. Orally summarize main points from nonfiction readings.
 - iv. Use a dictionary to answer questions regarding meanings and usage of words with which he or she is familiar.
 - v. Ask and pose plausible answers to how, why, and what-if questions in interpreting fiction and nonfiction.
 - vi. Know how to use the table of contents and index to locate information.
 3. Skill Objective(s)
 - a. Students will read and comprehend “*Narrative in the Life of a Slave*”.
 - b. Students will record feelings in a journal after reading the material.
- B. *Materials*
1. Teacher copy of *Escape from Slavery and Narrative of the Life of a Slave*
 2. Student copies of *Escape from Slavery and Narrative of the Life of a Slave*
 3. Journals for teacher and all students

4. Dictionaries for all students
 5. Teacher dictionary
 6. Notebook paper and pens
 7. Appendix F Teacher journal assessment
- C. *Key Vocabulary*
1. Barely – hardly; by very little
 2. Charmless – having no charm; not pretty
 3. Whipping – being beaten
 4. Suppressed – to put an end to
 5. Dismount – to get off of or down from a horse
- D. *Procedures/Activities*
1. Write vocabulary words and definitions on the board.
 2. Have students copy the vocabulary and definitions in their notebooks to use and study for unit vocabulary test.
 3. Read (together with the class), *Narrative in the Life of a Slave*.
 4. Call on students at random to read aloud to the class.
 5. Have students read *Escape from Slavery* silently without taking notes.
 6. Give each student a dictionary.
 7. Have students read again and take notes from the story and check for comprehension (notes should include who, what, when, where, why, and how).
 8. Read the story to class.
 9. Have students journal their feelings and thoughts about the story.
 10. Have students imagine they lived during that time. Then have them discuss in their journals what their life would be like. Ask students to imagine they are runaway slaves or anti slave sympathizers in the 1830's.
- E. *Assessment/Evaluation*
1. Student understanding will be evaluated by their journal entries.

Lesson Four: Abraham Lincoln

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to speak and write for a variety of purposes and audiences.
 2. Lesson Content
 - a. Civil War: Abraham Lincoln
 3. Skill Objective(s)
 - a. Students will describe American leaders in America political and cultural change.
 - b. Students will identify the states that formed the Confederacy during the Civil War.
 - c. Students will discuss what our country would be like if the Confederates won the war.
 - d. Students will demonstrate knowledge about the United States of America (the Civil War states and sites where it was fought).
- B. *Materials*
1. Teacher copy of Pearson Learning Core Knowledge History and Geography
 2. Student copies of Pearson Learning Core Knowledge History and Geography
 3. Notebook paper and pens
 4. Teacher and student copies of *If You Grew Up With Abraham Lincoln*
 5. Appendix G Confederacy Map for student groups

- C. *Key Vocabulary*
1. Arsenal – a building where weapons are stored
 2. Blockade – a military strategy that aims to cut off supplies going in and out of an area
 3. Compromise – a settlement of differences between two or more sides by each side giving up some of what it wanted
 4. Secede – to withdraw formally from an organization or a nation
 5. Strategy – the overall military plan for defeating an enemy or winning a conflict
 6. Tactic – a method of using forces on combat
- D. *Procedures/Activities*
1. Write key vocabulary words and definitions on the board.
 2. Have students copy these in their notebooks to use and study for unit vocabulary test.
 3. Have students study definitions for test.
 4. Have students get into pre-assigned groups of four or five to discuss the confederacy and Abraham Lincoln.
 5. Have students (as a group) fill out the Confederacy map.
 6. Have each student write a summary, using the vocabulary words, of the lesson on Abraham Lincoln.
 7. Collect the papers.
- E. *Assessment/Evaluation*
1. Written summary of the lesson using the vocabulary words.

Lesson Five: The Gettysburg Address Part 1

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the impact of a speaker on his or her audience both politically and socially.
 - b. Students will understand written and spoken words as well as appreciate the visual and auditory appeal.
 2. Lesson Content
 - a. Civil War: Gettysburg and the Gettysburg Address
 - b. Abraham Lincoln: Gettysburg Address
 3. Skill Objective(s)
 - a. Students will use knowledge of foreshadowing, metaphors, simile, and symbolism to understand the text.
 - b. Students will understand how figurative language supports meaning in a given text.
 - c. Students will paraphrase the key ideas in fiction and nonfiction.
- B. *Materials*
1. Appendices H and I Teacher background on Gettysburg and the Gettysburg Address
 2. Notebook paper and pens for all students
 3. Teacher and student dictionaries
- C. *Key Vocabulary*
1. Concerned – to be interested and involved
 2. Consecrated – to be declared or set apart as being sacred
 3. Score – twenty years
 4. Proposition – a plan or suggestion
- D. *Procedures/Activities*
1. Write key vocabulary on the board.

2. Have students copy the vocabulary in their notebooks to use and study for unit test.
 3. Invite student discussion about Gettysburg and what led to the Gettysburg Address.
 4. Read the Gettysburg Address to students (Kenneth Richards).
- E. *Assessment/Evaluation*
1. Student active participation

Lesson Six: The Gettysburg Address Part 2

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to speak and write for a variety of purposes and audiences.
 2. Lesson Content
 - a. Civil War: Gettysburg and the Gettysburg Address
 - b. Abraham Lincoln: Gettysburg Address
 3. Skill Objective(s)
 - a. Students will respond to written and oral presentations as a reader, listener, and articulate speaker.
- B. *Materials*
1. Teacher and student copies of the Gettysburg Address (Appendix I)
 2. Recitation evaluation (Appendix J)
- C. *Key Vocabulary*
- See Gettysburg Address Part 1
- D. *Procedures/Activities*
1. Give each student a copy of the Gettysburg Address.
 2. Tell students they will be responsible for memorizing and reciting the Address.
 3. Read aloud while students follow along by reading silently.
 4. Have class read aloud together with the teacher.
 5. Read two or three lines and have students repeat the same lines.
 6. Have students read the same lines again.
 7. Instruct students to close their eyes and recite the same lines.
 8. Continue this process each day adding more lines until completing the speech.
- E. *Assessment/Evaluation*
1. Student recitation evaluation

Lesson Seven: Chief Joseph

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the impact of a speaker on his or her audience both politically and socially.
 2. Lesson Content
 - a. Chief Joseph: “I will fight no more forever”
 3. Skill Objective(s)
 - a. Students will participate productively in class discussion.
 - b. Students will recognize the use of imagery.
 - c. Students will orally summarize the main points of the story.
- B. *Materials*
1. Teacher and student copies of *Realms of Gold* volume 1
 2. Notebook paper and pens
 3. Teacher background on Chief Joseph Appendix K

- C. *Key Vocabulary*
 - 1. Surrender – to retreat or give up
 - 2. Riddled – to pierce with numerous holes
 - 3. Aide-de-camp – a naval or military officer acting as secretary and confidential assistant to a general
- D. *Procedures/Activities*
 - 1. Write key vocabulary on the board.
 - 2. Have students copy the vocabulary in their notebooks to use and study for unit vocabulary test.
 - 3. Tell students to start reviewing and studying all the previous lessons’ vocabulary for their unit vocabulary test (include this lesson).
 - 4. Introduce the lesson by relating the background knowledge on Chief Joseph and the Nez Perce Tribe.
 - 5. Read with students Chief Joseph [Nez Perce] The Fate of the Nez Perce Tribe (*Realms of Gold* volume 1 pages 213-214).
 - 6. Call on individual students to read portions of the story.
 - 7. Invite class discussion on the events that led to the Bear Paw surrender speech.
- E. *Assessment/Evaluation*
 - 1. Student active and productive participation

Lesson Eight: Unit Final Grammar and Writing

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will learn to understand the impact of a speaker on his or her audience both politically and socially.
 - b. Students will understand how to speak and write for a variety of purposes and audiences.
 - c. Students will understand written and spoken words as well as appreciate the visual and auditory appeal.
 - 2. Lesson Content
 - a. Produce a variety of types of writing—essays
 - 3. Skill Objective(s)
 - a. Students will apply thinking skills to their reading, writing, and listening.
- B. *Materials*
 - 1. Notebook paper and pens
 - 2. Teacher writing rubric
- C. *Key Vocabulary*

Unit vocabulary and definitions (Appendix L)
- D. *Procedures/Activities*
 - 1. Give each student a copy of the unit vocabulary and tell him or her to study for their unit vocabulary final test (Appendix L).
 - 2. Review the unit vocabulary and definitions.
 - 3. Have students write the impact summary essay. Students must work independently, but can use their books and any notes from previous lessons.
 - 4. Collect the essay papers.
 - 5. On the vocabulary test day, give each student a copy of the unit vocabulary test.
 - 6. Collect the vocabulary test.
 - 7. Culminating activity will give students the opportunity to orally communicate in a formal setting (this should be a fun activity).
- E. *Assessment/Evaluation*
 - 1. Grade essay papers according to rubric

2. Grade unit vocabulary using the unit answer key

VI. CULMINATING ACTIVITY

- A. Have students write their own stories describing their life during the 19th century era. They must include: who they are, where they live, what type of work they do, what problems they face, and how they overcome them.
- B. Have students present their stories to the class.
- C. Evaluation is by observation.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background on Frederick Douglass
- B. Appendix B: Background on The Civil War
- C. Appendix B.1 Map of the States
- D. Appendix B.2: Civil War Questions
- E. Appendix B.3: Civil War Answers
- F. Appendix C: Frederick Douglass Timeline
- G. Appendix C.1: Frederick Douglass Timeline Answers
- H. Appendix D: Student Frederick Douglass Timeline
- I. Appendix E: Student Paragraph Map
- J. Appendix F: Teacher Journal Assessment
- K. Appendix G: Map of the Confederate
- L. Appendix H: Background on Gettysburg
- M. Appendix I: Teacher and Student Copies of the Gettysburg Address
- N. Appendix J: Background on Chief Joseph
- O. Appendix K: Unit Vocabulary
- P. Appendix L: Student Unit Vocabulary Test
- Q. Appendix M: Unit Vocabulary Answers
- R. Appendix N. Teacher Writing Rubric

VIII. BIBLIOGRAPHY

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Appendix A

Background Information on Frederick Douglass

Adapted from: Bennett, Evelyn. *Frederick Douglass and the War Against Slavery*, Brookfield, CT: Gateway Civil Rights. The Millbrook Press, 1993. ISBN 1-56294-790-7

Summary: A Biography of the man who, after escaping slavery, became an orator, writer, and leader in the abolitionist movement in the nineteenth century.

Frederick Augustus Washington Bailey was born in 1818 in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot County, Maryland. His mother was Harriet Bailey a slave. His father, Captain Aaron Anthony, was said to be his first white master. He was taken away from his mother as an infant, which was the custom in that part of Maryland, and was sent to another part of the plantation. While still a young man he fled, hungry and hunted, to the North where he was befriended by the abolitionists.

On September 3, 1838, he met Anna Murray, a free black woman working in Baltimore, who helped him escape using forged papers of a sailor and traveled by railroad from Maryland to New York.

On September 15, 1838, Frederick Augustus Washington Bailey married his first wife Anna Murray, moved to New Bedford, Massachusetts, and changed his name to Frederick Douglass. They had three sons and two daughters.

In 1841, while at a group meeting opposed to slavery, Frederick was asked to tell the audience about his life as a slave down South. At first he was shy and could barely speak, but the audience cheered him on until his voice gained strength and feeling.

In powerful words, he told how he had been taken from his mother when he was born, and how he had been nearly starved and often beaten. Then he described how he had taught himself to read and write and longed for freedom with all his heart and soul.

When he finished, many people were in tears. Most had never seen a slave before or heard first hand of a slave's suffering. Listening to the moving story made them more determined than ever to end slavery.

Frederick Douglass' career spanned nearly the entire nineteenth century and touched on issues of race and gender. *Narrative of the life of Frederick Douglass an American Slave* was the first of his three autobiographies. He toured England and published a series of antislavery papers, supported the Republican Party of Abraham Lincoln, and actively recruited Blacks into the Union Army, including two of his sons.

His meeting Ida B. Wells-Barnett reawakened him about the violence and oppression being perpetrated upon blacks in the south, and motivated him to join her in her anti-lynching campaign and write his final speech "The Lessons of the Hour".

On February 20 1895, Frederick Douglass died at his Cedar Hill estate in Anacostia, District of Columbia.

Appendix B

Background Information on the Civil War

Adapted from: Tucker, Philip Thomas PHD. *Civil War Chronicles From Auction Block to Glory*. New York, New York: Michael Friedman Publishing Group, Inc. 1998. ISBN 1-56799-552-7

The American Civil War developed from fears on each side that the other might be able to dominate the American political process. The major difference between the two sections of the United States; populated by the essentially the same people, involved in the institution of slavery. In the Northern portion of the nation, where slavery was less of an economic necessity, states had begun to free slave populations or refuse to allow any newborn African American to be made slaves as early as 1827. Either by emancipation or through policies that gradually eliminated the entire practice; slavery began to vanish from the North.

While the South had also considered the elimination of slavery as early as 1831, several factors prevented any such action from being taken. A large population of slaves (over 2.16 million) was living in the South, and serious social and economic concerns would undoubtedly arise should they be freed. First and foremost, the invention of the cotton gin had resulted in an increased demand for cotton as an export form the region, and as slaves were an integral part of the agricultural system that produced this commodity, there was a surge in the demand for slave labor in the fields. To free slaves, then, would upset the economic structure, as slave labor would have to be replaced with paid labor. Second, these newly freed slaves would have to be integrated into society, needing food, shelter, and paid work.

Adapted from: The Britannica Concise, the American Civil War Online

The conflict between the Federal government and the eleven Southern states that fought to secede from the Union arose out of disputes over the issues of slavery, trade, and tariffs, and the doctrine of States rights.

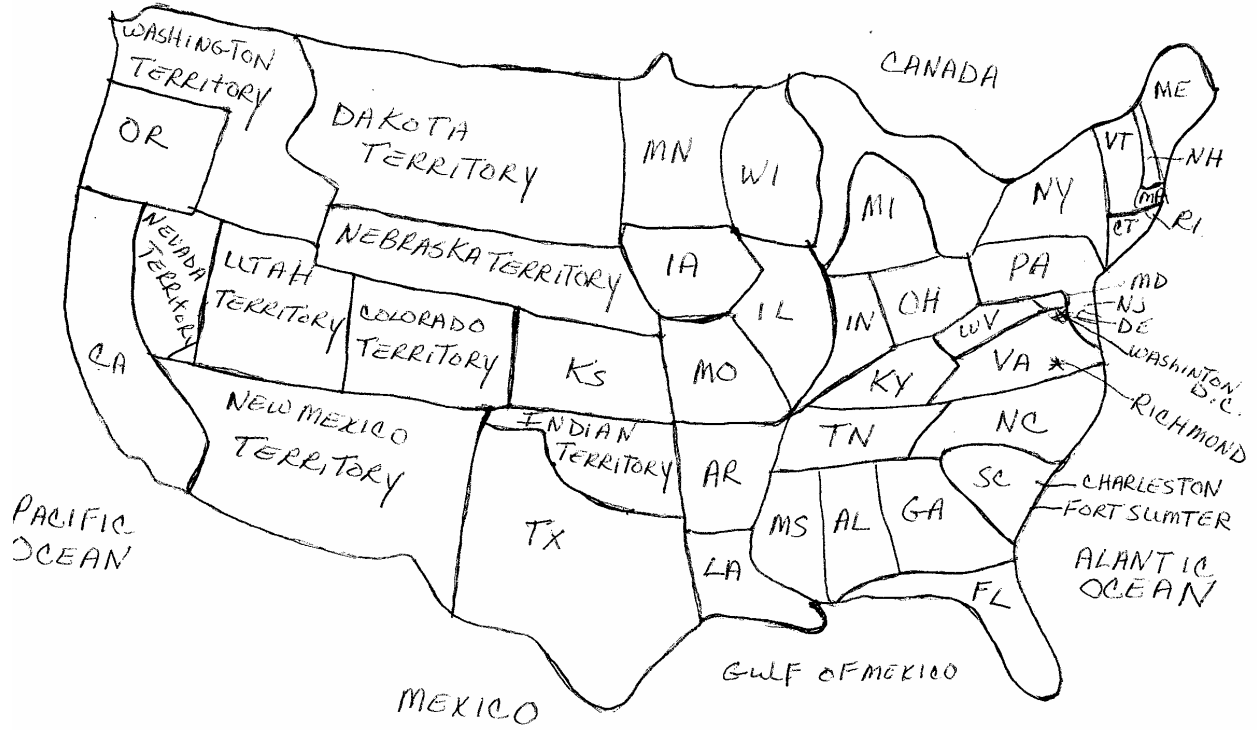
On November 6, 1860 Abraham Lincoln, who had declared, "Government cannot endure permanently half slave, half free..." was elected the first Republican President causing the Southern States to secede to protect their rights to keep slaves. On December 20, 1860, South Carolina seceded from the union and within two months was followed by Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas. On February 9, 1861, they were organized as the Confederate States of America under Jefferson Davis, while Abraham Lincoln led the Northern States.

The war began in Charleston, South Carolina when Confederate artillery fired on Fort Sumter (April 12, 1861). This action led to the Secession of Virginia (April 17, 1861) followed within five weeks by Arkansas, Tennessee, and North Carolina thus forming an eleven state Confederacy with a population of 9 million including 4 million slaves.

On April 18, 1865, the Confederate General Joseph E. Johnston surrendered to Sherman near Durham, North Carolina. The following month the remaining Confederate forces surrendered. The nation was reunited and the Civil War ended.

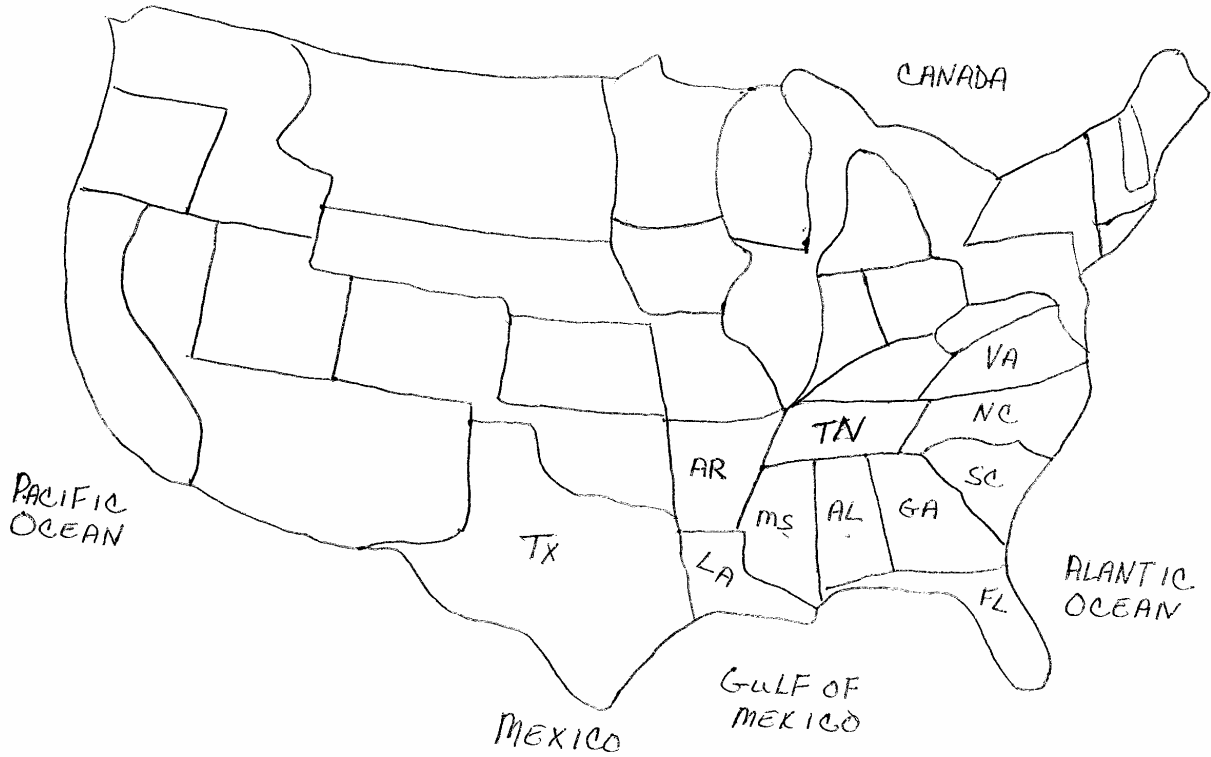
Appendix B.1

Civil War Map of States



Appendix B.1a

Civil War: Map of the Confederate States



Appendix B.2

Civil War Questions for Students

1. What was the cause of the Civil War?
2. When and where did the war begin?
3. What eleven states made up the Confederate States of America?
4. Who was the Leader/ president of the Confederate?
5. What was the Confederate States' population?
6. When and where did the war end?

Appendix B.3

Teacher Civil War Key

1. The conflict between the Us Federal Government and the eleven Southern States arose out of disputes over the issues of slavery, trade and tariffs, and the doctrine of states rights.
2. The war began on April 12, 1861 at Fort Sumter in Charleston, South Carolina.
3. The Confederate States were made up South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee, and North Carolina.
4. Jefferson Davis led the Confederacy.
5. The Confederate population consisted of 9 million including 4 million slaves.
6. The war ended on April 18, 1865 when Confederate General Joseph E. Johnston, surrendered to Sherman near Durham, North Carolina.

Appendix C

Frederick Douglass Timeline

1818: Frederick Augustus Washington Bailey is born (son of Harriett Bailey and Captain Aaron Anthony).

1838: On September 3rd, Frederick met Anna Murray a free Black working in Baltimore who helped him escape.

1838: Frederick escaped using the forged papers of a sailor and traveled by railroad from Maryland to New York.

1838: On September 15, 1838 Frederick Augustus Washington Bailey married Anna Murray, moved to New Bedford Massachusetts, and changed his name to Frederick Douglass.

1841: Frederick Douglass attended an antislavery meeting and made his first speech.

1841: Frederick Douglas first Autobiography Narrative in the Life of an American Slave was published.

1895: On February 20, 1985, Frederick Douglass died at his Cedar Hill Estate.

Appendix C.1

Frederick Douglass Timeline Key

1. Frederick Augustus Washington Bailey
2. Anna May Murray
3. Forged; railroad
4. September 15, 1838; New Bedford; Frederick Douglass
5. 1841; his first
6. *Narrative in the Life of an American Slave*
7. Cedar Hill Estate

Appendix D

Frederick Douglass Timeline Handout

1. 1818: Frederick _____ is born (son of Harriett Bailey and Captain Aaron Anthony).
2. 1838: On September 3rd, Frederick met _____ a free Black working in Baltimore who helped him escape.
3. 1838: Frederick escaped using the _____ papers of a sailor and traveled by _____ from Maryland to New York.
4. 1838 _____ Frederick Augustus Washington Bailey married Anna Murray, moved to New Bedford Massachusetts, and changed his name to _____
5. _____: Frederick Douglass attended an antislavery meeting and made _____ speech.
6. 1845: Frederick Douglass' first autobiography _____ _____ was published.
7. 1895: On February 20, 1895 Frederick Douglass died at his _____.

Appendix E
Paragraph Essay Map

Name _____

Essay _____

Body Paragraph # _____

Topic Sentence:

Example #1: _____

Detail (1): _____

Detail (2): _____

Detail (3): _____

Detail (4): _____

Example #2: _____

Detail (1): _____

Detail (2): _____

Detail (3): _____

Detail (4): _____

Example #3: _____

Detail (1): _____

Detail (2): _____

Detail (3): _____

Detail (4): _____

Example #4: _____

Detail (1): _____

Detail (2): _____

Detail (3): _____

Detail (4): _____

Concluding Sentence (reinforces topic sentence): _____

Appendix F

Teacher Journal Assessment

Students will be evaluated by the following:

Student can summarize and organize his or her ideas about the topic in a logical manner (1-5 points).

Student uses examples with details to support his or ideas in the body paragraph (1-5 points).

Student's vocabulary is appropriate for his or her grade level (1-2 points).

Student writes in complete sentences (1-5 points).

Student writes neatly (1-3 points).

Student checks for careless spelling errors (2-5 points).

Points _____

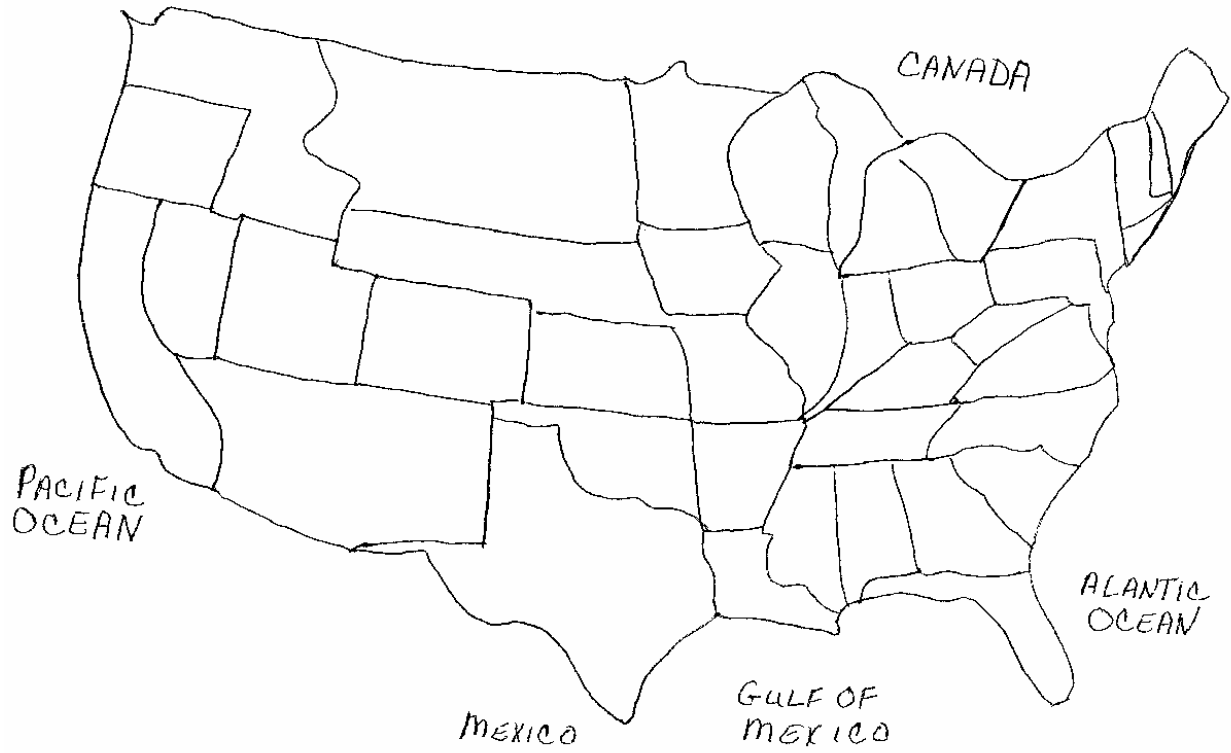
1= minimal effort 2=assignment complete with excessive errors 3= meets standards

4= meets standards with few errors 5= exceeds standards

Total 25 points

Appendix G

Civil War Student Map of the Confederate States of America



Appendix H Background on Gettysburg

Adapted from: Richard, Kenneth G., the Gettysburg Address Rev.ed.Children Pr., 1992, Younger readers. World Books Inc.online

Union armies won two great victories in 1863. General George G. Meade's union forces defeated the Confederates under Lee at Gettysburg, Pennsylvania during the first three days of July. On July fourth, Vicksburg, Mississippi, fell to Grants troops. This city had been the last Confederate stronghold on the Mississippi River. "The Father of Waters again goes unvexed to the sea," Lincoln declared.

On November 19, 1863, ceremonies were held to dedicate a cemetery on the Gettysburg battlefield. The principal speaker was Edward Everett, one of the greatest orators of his day. He spoke for two hours. Lincoln spoke for two minutes.

Many writers have said that Lincoln scribbled his speech while traveling on the train to Gettysburg. This is not true. He prepared the address carefully well in advance of the ceremonies, although he completed the text in Gettysburg. Everett and many others knew at once that Lincoln's ringing declaration that "government of the people, by the people, for the people, shall not perish from the earth" would live as long as democracy itself.

Appendix I
The Gettysburg Address (for teacher and students)

Adapted from; Richards, Kenneth G. *The Gettysburg Address* Cornerstone of Freedom. Children books. New York, New York. ISBN 5-0516-06654-4

“Four score and seven years ago our fathers brought on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this. But, in a large sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be here dedicated to the unfinished work, which they who fought here have thus far so nobly, advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom--and that government of the people, by the people, for the people, shall not perish from the earth”.

Appendix J
Background on Chief Joseph Nez Perce Leader

Adapted from: McClosky, Mary Lou, PHD. Surrender Speech of Chief Joseph. Web Text online.

Joseph was chief of the Nez Perce a Native American tribe of the Wallowa Valley in Northwest Oregon.

In 1877 the Nez Perce were ordered to a reservation or special land reserved for Native Americans. The tribe refused to go. Instead Chief Joseph tried to lead 800 people to Canada fighting the US Army all along their 1100-mile journey. They were trapped just 40 miles from Canada and after a five-day fight; the remaining 431 Nez Perce were beaten.

On October 5, 1877 at Bear Paw, Chief Joseph made his surrender speech.

Adapted from: Taylor, Mildred W. North American Indians of Achievement *Chief Joseph Nez Perce Leader*, Chelsea House Publishers.

Joseph handed over his rifle, then, through an interpreter, said:

“Tell General Howard I know his heart. What he told me before I have in my heard. I am tired of fighting. Our chiefs are killed, Looking Glass is dead Toohoolhoolzote is dead. The old men are all dead. It is the younger men who say yes or no. He who leads the young men [Olokot] is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away into the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs; I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever”.

Appendix K
Unit Vocabulary

1. Abolitionist—a person opposed to slavery and in favor of ending it right away.
2. Urban—having to do with cities or towns
3. Southern Plantation—a big business that depended on slave labor to make a profit
4. Rural—having to do with the countryside and agriculture
5. Secede—to withdraw formally from an organization or nation
6. Fugitive—one who flees or tries to escape
7. Arsenal—a building where weapons are stored
8. Prohibit—forbidding or preventing by law a particular action
9. Reformer—a person who attempts to improve social and political conditions
10. Barely—hardly; by very little
11. Charmless—having no charm; not pretty
12. Whipping—being beaten
13. Suppressed—to put an end to
14. Dismount—to get off or down from a horse
15. Concerned—to be interested or and involved
16. Consecrated—to be declared or set apart as being sacred
17. Score—twenty years
18. Proposition—a plan or suggestion
19. Surrender—retreat or give up
20. Riddled—to pierce with numerous holes
21. Aid-de-camp—a naval or military officer acting as secretary and confidential assistant to a general

Appendix L
Student Vocabulary Test

Name: _____

Date: _____

Please match the following terms with the letter that corresponds to the definition.

- | | | | | |
|-----|-------|---------------------|----|----------------------------------------------|
| 1. | _____ | Score | a. | opposed to slavery |
| 2. | _____ | Prohibit | b. | having to do with cities or towns |
| 3. | _____ | Aid-de-camp | c. | a business that depends on slave labor |
| 4. | _____ | Charmless | d. | having to do with the countryside |
| 5. | _____ | Urban | e. | to withdraw from an organization or nation |
| 6. | _____ | Abolitionist | f. | one who flees |
| 7. | _____ | Dismount | g. | building where weapons are stored |
| 8. | _____ | Secede | h. | forbidding or preventing a particular action |
| 9. | _____ | Consecrated | i. | attempts to improve social conditions |
| 10. | _____ | Barely | j. | hardly; by very little |
| 11. | _____ | Surrender | k. | having no charm; not pretty |
| 12. | _____ | Southern Plantation | l. | being beaten |
| 13. | _____ | Reformer | m. | to put an end to |
| 14. | _____ | Suppressed | n. | to get off or down from a horse |
| 15. | _____ | Proposition | o. | to be interested or and involved |
| 16. | _____ | Fugitive | p. | to be declared sacred |
| 17. | _____ | Concerned | q. | twenty years |
| 18. | _____ | Arsenal | r. | a plan or suggestion |
| 19. | _____ | Rural | s. | to retreat or give up |
| 20. | _____ | Whipping | t. | to pierce with numerous holes |
| 21. | _____ | Riddled | u. | confidential assistant to a general |

Appendix M
Unit Vocabulary Answer Key

1. **Q**
2. **H**
3. **U**
4. **K**
5. **B**
6. **A**
7. **N**
8. **E**
9. **P**
10. **J**
11. **S**
12. **C**
13. **I**
14. **M**
15. **R**
16. **F**
17. **O**
18. **G**
19. **D**
20. **L**
21. **T**

Appendix N Teacher Writing Rubric

Organization

Topic sentence supports details in the body
Conclusion
(2-10 points)

Spelling

Careless errors
Dictionary checks
(2-10 points)

Vocabulary

Appropriate for grade
Varied
(2-10 points)

Contents

Substantial information
(2-10 points)

Neatness

Written in ink
(1-5 points)

Communication

Clear ideas
(1-5 points)

Points

1-2= minimal effort assignment incomplete
3-4= assignment complete with excessive errors
5-6= meets standard requirements
7-8= meets expectations with few errors
9-10= Exceeds standards

Total 10-50 points