Slavery and Resistance

A Digital Storytelling Research Project on Abolition

Grade 8
a 4-8 week unit

Created by and for Kristen Caputo and Katherine Suyeyasu
ASCEND School
Overview of Unit

This is a unit focused on teaching students about slavery through the abolitionists that resisted it. Students research one abolitionist in detail and then write an essay/script on that person. The script contains, biographical information, the reason for being an abolitionist, a show-not-tell on a significant incident from the abolitionist’s life, the mode of resistance that the person is best known for, and a personal reflection from the student.

ASCEND is fortunate to have a relationship with the Pearson Foundation. Once a year they bring their experts and computers to our school for one week to help the students create a digital story. This unit is the work we did leading up to the Pearson residency. Even if you don’t have the ability to do a digital story, I think this project would be good as either a written report or power-point presentation as well. This unit is organized into categories of learning. It is best to pick and choose what would be best for your students.

Essential Questions

What is abolition?
What did abolitionists do help end slavery in the United States?

Standards / Learning Outcomes

See below. Note: English Language Arts Standards listed are the 7th grade standards.

Curriculum Materials & Resources

- various picture books on slavery, freedom, and abolition
- Jazz by Ken Burns (DVD)
- Nettrekker (OUSD’s on-line search engine)

Assessment & Assessment Tools

See rubric and samples under script writing
TOPIC CHOICES
○Abolitionist Introductions
  Introduce the abolitionists through a simple description and picture. Have students take notes on each person.
  Documents:
  Abolitionist Trading Cards teacher set (p.11-25)
  Slavery and Resistance Abolitionist Topic Choices (p.26-29)
  Prioritizing Topic Choices (p.30)

Writing 1.4 Identify topics: ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
Ecritura 1.4 Identificar los temas, preguntar y evaluar las preguntas, y desarrollar las ideas que conducen al cuestionamiento, la indagación y la investigación.

○Topic and Partner Assignments
  Assign students the abolitionist they will be researching and assign partners

RESEARCH INSTRUCTION
○Online Research Lesson
  Review 3-page hand out on reading web addresses, using Nettrekker, and keywords
  Document: Website Addresses (p.32-34)

○Evaluating Websites Lesson
  Review one page handout. Teach students to write up the answer to the questions as part of their research packets.
  Document: How to Evaluate a Website (p.35)

○Model Research Packet
  Teach students your expectations for the research packet by doing a shared reading of an article on John Brown. Next, model how to create the packet.
  Documents:
  Reading Response Notes key (p.36)
  John Brown article (p.37-38)
  example John Brown reading response notes (p.39-40)
  example summary statements on John Brown (p.41)
  Biography Graphic Organizer (p.42)
  K/W Chart (p.43)
  student example of reading/thinking and summary notes (p.44-45)
TOPIC RESEARCH

Internet Research

Students will spend time using Nettrekker and other internet search engines to locate appropriate articles on their abolitionist. Once an article is found, the student will read it and complete a research packet: reading thinking notes, summary statements, biography graphic organizer, K-W chart, and website review.

Reading 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

Lectura 2.1 Entender y analizar las diferencias en estructura y propósito entre varias categorías de materiales informativos (p. ej., libros de texto, periódicos, manuales de instrucciones, señales).

Research Packets

Students will complete 3 research packets, including 3 different articles on the abolitionist.

Reading-Thinking Notes

Reading 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

Lectura 1.3 Aclarar los significados de las palabras mediante el uso de la definición, ejemplo, reafirmación o contraste.

Reading 2.2 Locate information by using a variety of consumer, workplace, and public documents.

Lectura 2.2 Localizar información usando una variedad de documentos del consumidor, de trabajo y públicos.

Writing 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Escrutura 1.3 Usar las estrategias de tomar notas, delinear y resumir para dar estructura al borrador de una composición.

Summary Statements

Writing 2.5 Write summaries of reading materials

Escrutura 2.5 Escribir resúmenes de los materiales de lectura

Biography Graphic Organizer

Reading 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Lectura 2.3 Analizar un texto que utilice el patrón organizativo de causa y efecto.

History – Research Evidence, and Point of View – 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Historia – Evidencia de Investigaciones y Punto de vista – 4. Los estudiantes determinan la credibilidad de fuentes primarias y secundarias y sacan conclusiones válidas de las fuentes.

K-W Chart

Writing 1.4 Identify topics: ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
Escritura 1.4 Identificar los temas, preguntar y evaluar las preguntas, y desarrollar las ideas que conducen al cuestionamiento, la indagación y la investigación.

**History – Research Evidence, and Point of View** – 1. Students frame questions that can be answered by historical study and research.

**Historia – Evidencia de investigaciones y Punto de vista** – 1. Los estudiantes formulan preguntas que se puede contestar por medio de estudio e investigación histórico.

**Biographical Timeline**

_Students will fill in a timeline of the abolitionist's life in order to build historical context and to check for understanding as to the biographical details of the abolitionist._

**Document:** A Chronology of ____________’s Life. (p.47-48)

**Reading 2.3** Analyze text that uses the cause-and-effect organizational pattern.

Lectura 2.3 Analizar un texto que utilice el patrón organizativo de causa y efecto.

**History-Chronological and Spatial Thinking 2.0** Students construct various time lines of key events, people, and periods of the historical era they are studying.

**Historia – El pensar cronológicamente y espacial 2.0** Los estudiantes construyen varias líneas temporales de eventos claves, gente, y períodos de tiempos históricos que estudian.

**Biographical Sketch Retelling & Writing**

_Based on the timeline, students will create a one page biographical sketch of the abolitionist. Second, they will read the sketch to 4 classmates. They will concentrate on the narrative and making it sound good. After reading it aloud, the sketch is re-written with emphasis put on telling a story. This process can be repeated or shortened as needed._

**Writing 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Escritura 1.3 Usar las estrategias de tomar notas, delinear y resumir para dar estructura al borrador de una composición.

**Writing 2.5** Write summaries of reading materials

Escritura 2.5 Escribir resúmenes de los materiales de lectura.

**Listening and Speaking 2.2** Deliver oral summaries of articles and books

Comprensión auditiva y expression oral 2.2 Exponer resúmenes orales de artículos y libros.

**SCRIPT WRITING**

**Model Documentary Analysis – Jazz (Ken Burns)**

_Watch a segment of Jazz by Ken Burns, on Louis Armstrong. Take notes on what makes a good documentary and how to fuse personal reflection, inferences and facts to tell a story._

**Documents:** Documentary Analysis notes (p.50-51)
Writing 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentence to unify important ideas.
Estructura 1.1 Crear una estructura organizativa que equilibre todos los aspectos de la composición y use transiciones eficaces entre las oraciones para unificar las ideas importantes.

Listening and Speaking 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.
Comprensión auditiva y expresión oral 1.8 Analizar el efecto de las imágenes, texto y sonido del periodismo electrónico sobre el lector, e identificar las técnicas empleadas para lograr los efectos en cada instancia estudiada.

Individual and Collaborative Visioning
Students envision their digital stories for the first time by filling out both an individual vision and a collaborative (group) vision worksheet. This exercise helps them identify key events for the script.

Documents:
Digital Storytelling Project: Vision Drafting (p.52)
Digital Storytelling Project: Collaborative Vision (p.53)

Writing 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentence to unify important ideas.
Estructura 1.1 Crear una estructura organizativa que equilibre todos los aspectos de la composición y use transiciones eficaces entre las oraciones para unificar las ideas importantes.

History – Research Evidence, and Point of View - Students distinguish relevant from irrelevant information, essential from incidental information and verifiable from unverifiable information in historical narratives and stories.
Historia – Evidencia de investigaciones y Punto de vista - Los estudiantes distinguen entre información pertinente y irrelevant, entre información esencial y incidental, y entre información verificable y no verificable en narrativas y historias históricas.

Model Script Analysis & Introduction of Rubric
As a shared reading, students and teacher analyze two models scripts. Script A is sub-standard, Script B is a good script.
Students grade the script on the rubric. They also should color code each rubric category and then color-code the script accordingly. (The color codes can be found on the peer response worksheet).

Documents:
Sample Script A John Brown (p.54)
Sample Script B John Brown (p.55)
Script Rubric (p.56)
“Script” notes (p.57)
Peer Response to DST Script (p.63)

Reading 2.4 Identify and trace the development of an author’s argument, point-of-view, or perspective in text.
Lectura 2.4 Identificar y seguir el desarrollo del argumento, punto de vista o perspectiva de un autor en el texto.

- Script Planning Worksheet (Beginning-Middle-End)
- Script Planning Worksheet (B/M/E; 1st - 3rd minutes)

The script planning worksheets is an alternative to an outline. First, students declare 3 things they want to say in the first minute of their movie, 3 things for the second minute, and 3 things for the 3rd minute. The next day, they deconstruct the first minute and break it into 20 second intervals. The idea is that they have ideas/phrases/sentences that they can copy directly into their scripts. The best way to understand this process is to look at the student examples that are included in the documents.

Documents:
DST: Script Planning Worksheet (p.58)
DST: Script Planning Worksheet student example (p.59-62)

- Write 1st Draft

Students use the script planning worksheets to write/type the first draft of the script. Prior to turning in the script, they should color-code the script to make sure they have included all of the elements.

Writing 1.6 Create documents by using word-processing skills and publishing programs;
Escribir 1.6 Crear documentos usando aptitudes de procesamiento de textos y programas de publicación, y desarrollar bases de datos y hojas de cálculo sencillas para organizar la información y preparar informes.

Writing 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
Escribir 1.1 Crear una estructura organizativa que equilibre todos los aspectos de la composición y use transiciones eficaces entre las oraciones para unificar las ideas importantes.

Writing 1.2 Support all statements and claims with anecdotes, descriptions, facts, and statistics and specific examples.
Escribir 1.2 Respaldar todas las afirmaciones y alegatos con anécdotas, descripciones, hechos y estadísticas, así como con ejemplos específicos.

History – Historical Interpretation 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and-short-term casual relations.
Historia – Interpretación histórico 2. Los estudiantes entienden y distinguen entre causa, efecto, secuencia, y correlación en eventos históricos, inclusive las relaciones casuales de término corto y largo.

- Peer Response and Evaluation of Draft 1

Students receive feedback from their peers on their script.

Documents: Peer Response to the DST Script (p.63)
Revision

When students receive completed peer responses from their classmates, they then draw up a revision plan. The revision plan requires them to make three changes to the 1st draft of the script.

Writing 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Escribirla redacción para mejorar la organización y elección de palabras después de verificar la lógica de las ideas y la precisión del vocabulario.

Draft/Revision Cycle

Students continue to create revision plans and revise scripts according to teacher and peer feedback. Eventually, a final draft of the script is produced.

Documents: Student Script, final draft (p.64-65)

Writing 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Escribir la redacción para mejorar la organización y elección de palabras después de verificar la lógica de las ideas y la precisión del vocabulario.

Writing 2.3 Write research report

a. Pose relevant and tightly drawn questions about the topic.
b. Convey clear and accurate perspectives on the subject

Escribir reportes de investigación:

a. Plantear preguntas relevantes y bien deducidas sobre el tema.

b. Transmitir perspectivas claras y precisas sobre el tema.

Writing Conventions 1.1 Place modifiers properly and use the active voice

Convenciones de escritura 1.1 Utilizar correctamente los modificadores y usar la voz activa.

Writing Conventions 1.4 Demonstrate the mechanics of writing and appropriate English usage

Convenciones de escritura 1.4 Mostrar la mecánica de la redacción (p. ej., comillas, comas al final de las cláusulas dependientes) y el uso correcto del inglés (p. ej., referencia al pronombre).

Writing Conventions 1.6 Use correct capitalization

Convenciones de escritura 1.6 Usar correctamente las mayúsculas.

Listening and Speaking 1.4 Organize information to achieve particular purposes and to appeal to the background and interest of the audience.

Comprensión auditiva y expresión oral 1.4 Organizar la información para lograr propósitos específicos y enfocarse en las experiencias e intereses del público.

Listening and Speaking 1.5 Arrange supporting detail, reasons, descriptions, and examples effectively and persuasively in relation to the audience

Comprensión auditiva y expresión oral 1.5 Organizar los detalles de respaldo, razones, descripciones y ejemplos de manera eficaz y convincente en relación con el público.
STORYBOARDING/IMAGE SEARCHING

At this point in the project, everything becomes very digital. Students go through a series of steps to match images to their script. On average, there is 1-2 images for every 10 words. Students label their images and place them on a storyboard that keeps track of their haves and their needs.

- Image Searching Lesson
- Organizing Assets Lessons
- Storyboarding
- Image Inventory, finalization, and numbering

Documents:
- Searching for Digital Images on Google (p.67)
- Storyboard: student example (p.68-72)

VAPA 5.0 Connections, Relationships, Applications

PRODUCTION WEEK

When it is time to "make" the movie, any movie making program can be used. For example, I used Adobe Movie Maker but iMovie works too.

- Record and edit voiceover
- Place images on timeline
- Create titles and credits
- Add transitions and effects
- Add and edit music
- Final editing

Writing 1.6 Create documents by using word-processing skills and publishing programs;
Escritura 1.6 Crear documentos usando aptitudes de procesamiento de textos y programas de publicación.
Listening and Speaking 1.6 Use speaking techniques, including voice modulation, inflection, tempo, and enunciation for effective presentations.
Comprensión auditiva y expresión oral 1.6 Usar técnicas de oratoria, incluyendo modulación e inflexión de la voz, ritmo, enunciación y contacto visual, para lograr presentaciones efectivas.
Listening and Speaking 2.0 Speaking Applications: Students deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies.

Comprensión auditiva y expresión oral 2.0 Aplicaciones de la expresión oral: Los estudiantes producen presentaciones formales bien organizadas empleando estrategias retóricas tradicionales. El habla del estudiante demuestra un dominio del inglés estándar estadounidense y de las estrategias de producción y de organización.

VAPA 5.0 Connections, Relationships, Applications
REFLECTION
  technology, art, music, whole project

○ Process Binder
  Students create a binder of the project, beginning to end.
  Documents: Process Binder Instructions (p. 74)

○ Written Reflection
  Students complete a written reflection on their process
  Documents: DST Reflection (p.75-78)
Topic Choices
Denmark Vessey
freed slave

"In 1822, Vessey was found guilty of planning what would have been the biggest slave uprising in U.S. history. He was hanged along with 34 other blacks in what historians agree was probably the largest civil execution in U.S. History."

(USA Today, 2007)
"This aspect of slavery has generally been kept veiled (kept a secret); but the public ought to be made acquainted with its monstrous features, and I willingly take responsibility of presenting them with the veil withdrawn. I do this for the sake of my sisters in bondage, who are suffering wrongs so foul, that our ears are too delicate to listen to them." - editor of Harriet Jacobs's book *Incidents in the Life of Slave Girl*
The unknown slave

How did regular slaves resist slavery?
Frederick Douglass
escaped slave
author, speaker

"What to the American slave is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham...There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour." July 5, 1852.
Harriet Beecher Stowe
author

In 1852, she wrote *Uncle Tom's Cabin*, the first book by an American author to have as its hero an African American.
William Lloyd Garrison
newspaper editor

"On at least one occasion, Garrison publicly burned a copy of the U.S. Constitution, terming it 'a covenant [an agreement] with hell' since it accepted slavery."
(National Underground Railroad Freedom Center)
Sojourner Truth
freed slave

"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 ever helps me into carriages, or over mud-puddles, or give me any best place! And ain't I a woman?" (1851)
David Walker
born-free
writer

IN 1830, wrote a antislavery article called "Walker's Appeal." As a result, the state legislature of Georgia offered a reward for Walker's capture, $10,000 alive and $1,000 dead.
Nat Turners gripande.

Nat Turner
slave

Led an uprising of sixty or seventy slaves in Virginia in 1831.
Dred Scott
Slave

Dred Scott first went to trial to sue for his freedom in 1847. Ten years later, after a decade of appeals and court reversals, his case was finally brought before the United States Supreme Court.
Elijah Lovejoy
Newspaper editor

Lovejoy was an editor of an antislavery newspaper, the *St. Louis Observer*. Three times, angry mobs of whites seized his printing press and threw it into the Mississippi River. On November 7, 1837, another angry mob came to his offices for the fourth press.
Angelina and Sarah Grimke
Writers and Speakers

As daughters of a prominent South Carolina judge and plantation owner, the Grimke sisters witnessed the suffering of slaves. Determined to speak out, they were eventually forced to move to the North...
Gabriel Prosser
Slave

Gabriel was unusually intelligent, and unusually large; by the age of 20 he was six feet, two or three inches tall, and enormously strong from his years of smithing. Even older slaves saw him as a leader.
"This aspect of slavery has generally been kept veiled (kept a secret); but the public ought to be made acquainted with its monstrous features, and I willingly take responsibility of presenting them with the veil withdrawn. I do this for the sake of my sisters in bondage, who are suffering wrongs so foul, that our ears are too delicate to listen to them." - editor of Harriet Jacobs's book *Incidents in the Life of Slave Girl*
Harriet Tubman
Escaped slave

Tubman's activities became so notorious that plantation owners offered a $40,000 reward for her capture.
SLAVERY & RESISTANCE: ABOLITIONIST TOPIC CHOICES

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<tr>
<th>Abolitionist</th>
<th>What do you see and hear, and already know?</th>
<th>What questions do the image and words raise for you?</th>
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<td>Frederick Douglas</td>
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PRIORITIZING TOPIC CHOICES
Directions: Select the five abolitionists that you are most interested in focusing on for your biographical digital storytelling project. Rank your choices in order with 1 being your top choice. For each of your choices, write an explanation.

<table>
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<tr>
<th>Ranking</th>
<th>Abolitionist</th>
<th>Explanation: What interests you about this abolitionist? What about this abolitionist do you want to learn more about?</th>
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Research Instruction
Website Addresses

There are many different kinds of websites on the internet, and each one has its own bias or slant depending on the individual, organization, corporation, or educational institution that wrote it. It is very important to realize that each website you look at has a point-of-view. Sometimes, you can start to understand the website's perspective by looking closely at the URL (the website's address).

When you come across a website, you should ask yourself, "Who wrote this?" A close examination of the beginning website's address should tell you who wrote it. Look for the abbreviations .com, .org, .edu, or .gov. These abbreviations identify what kind of group or person wrote the website. It is good to have a mixture of the abbreviations in your research.

The abbreviations stand for:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>what it stands for</th>
<th>what it means</th>
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<td>.com</td>
<td>commercial</td>
<td>an individual person, a company</td>
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<tr>
<td>.org</td>
<td>organization</td>
<td>a group of people, a company—often not for profit</td>
</tr>
<tr>
<td>.edu</td>
<td>education</td>
<td>a school</td>
</tr>
<tr>
<td>.gov</td>
<td>government</td>
<td>the government</td>
</tr>
</tbody>
</table>

The words that come before the abbreviation should tell you the name of the person or group that put the site together. In the following examples, circle the abbreviation and put a rectangle around the organizations name.

For example,


http://www.civilwarhome.com/johnbrownbio.htm

http://www3.ith.virginia.edu/jbrown/master.html
Nettrekker

Most schools invest in a search engine that helps students find websites that are appropriate. For example, at UC Berkeley it is called "jstor". What is great about these search engines is that someone has already checked out the websites and decided that they are truthful and appropriate. The negative side is that they are limited to what one person thinks is appropriate for you. In Oakland, our search engine is called nettrekker. You are required to start your work with a nettrekker search.

How to log-on to nettrekker:
Go to http://school.nettrekker.com
The log on is: username: ascendtrek
            password: ascendtrek

Once you are logged in, you will need to click on the "middle" tab that is at the top of the page. Now, you are set to search for middle school materials.

Keywords

With the exception of search engines such as AskJeeves.com, which will take questions in the form of actual queries, most work best if you provide them with several keywords. So how do you determine which keywords will work best?

Most users submit 1 or 2 keywords per search, which is not enough for an effective query - the recommended maximum is 6 to 8 carefully chosen words, preferably nouns and objects. Avoid verbs.

Your most powerful keyword combination is the **phrase**. Phrases are combinations of two or more words that must be found in the documents you’re searching for in *the EXACT order shown*. You enter a phrase - such as "chedder cheese" - into a search engine, within quotation marks.

The challenge is to ask your question the right way, so that you don’t end up overwhelmed with too many search results, underwhelmed with too few, or simply unable to locate the material that you need. *As with most skills, practice makes perfect!*

What should be the keywords we use for our search on John Brown?
Nettrekker Search Results

On Nettrekkker your search results will look something like this:

1 University of Virginia: John Brown Valley of the Shadow

http://www3.lib.virginia.edu ... aster.html

This website from the University of Virginia provides a look at John Brown's life. Content includes a chronology of events in his life, a look at his family and cohorts, newspaper articles, eyewitness accounts, and more.

Social Studies > U.S. History > Civil War Era (1848 to 1876) > The Union in Peril (1848 to 1861) > Politics/Military > John Brown's Raid on Harpers Ferry > John Brown

Overall Rating: 4

Educator/Evaluator: Nancy Frank

Once you have read the description and examined the web address, ask yourself, "should I click on this site or should I go to the next listing?" A good thing to do is to read the first three listings and pick the one you think is best.

Then, use the "How to Evaluate a Website" handout to determine if the website is good for you.

If you determine that the website is a good source, check the length (if it is more than 6 pages, ask for help from your teacher) and print.
How to Evaluate a Website

1. What is the purpose of the website?
   Why did the author write it?
   - To give information
   - To teach you something
   - To give links to other places on the internet

   Who is the website for?
   - Parents
   - Children
   - To help you contact people
   - To sell you something
   - To entertain you
   - Teens
   - Teachers

2. Who is the author?
   Can you trust this person/organization?
   If you have never heard of the author, ask other people (teacher, friend) if they know the author.

3. Is the website useful for you?
   Is it easy to understand?
   Does it answer your questions?

4. Is the information biased?
   Often there is more than one way of looking at information. Writing information a certain way to make you see a certain perspective is called a bias. Information on the web can be biased.
   Look at the website and think about why the author wrote it. Do they want you to think a certain way or do they want you to make up your own mind?
Reading Response Notes

- connection
  - something from your own life
  - to something that you've read
  - to something happening in the world
  - state the connection

- question
  - question that furthers your thinking
  - state the question

- inference
  - coming to a conclusion based on the details given
  - for example "Tim was crying" -> Tim was sad.
  - state your thinking

- WOW! (+ or -)
  - any strong reaction or emotion
  - explain why it's a Wow

- huh?
  - when you don't understand content.
Each June, in the small town of Osawatomie, Kansas, local residents hold a pageant to select a high school girl to be the new "John Brown Queen." The unlikely namesake of this pageant was responsible for the murder of five unarmed men in 1856 along the nearby Pottawatomie Creek. His memory is intertwined with the town's past, for he fought to keep Osawatomie free of slavery.

The annual summer event is a celebration of a man who remains one of the most controversial figures in American history. John Brown dedicated his life to the abolition of slavery; for him, any means used to achieve this goal were justified. He was prepared to kill or be killed in this effort, a decisive break with the nonviolent resistance embraced by most abolitionists at that time.

He has been called a saint, a fanatic, and a cold-blooded murderer. The debate over his memory, his motives, about the true nature of the man, continues to stir passionate debate. It is said that John Brown was the spark that started the Civil War. Truly, he marked the end of compromise over the issue of slavery, and it was not long after his death that John Brown's war became the nation's war.

John Brown was born into a deeply religious family in Torrington, Connecticut, in 1800. Led by a father who was vehemently opposed to slavery, the family moved to northern Ohio when John was five, to a district that would become known for its antislavery views.

During his first fifty years, Brown moved around the country, settling in Ohio, Pennsylvania, Massachusetts, and New York, taking along his ever-growing family (he would father twenty children). Working at various times as a farmer, wool merchant, tanner, and land speculator, he was never financially successful. He was stubborn, possessed a notoriously poor sense of business, and had more than his share of bad luck. In the Panic of 1837, Brown -- like thousands of others -- would lose everything. In 1842, he filed for bankruptcy.

Despite his financial setbacks, Brown always found a way to support the abolitionist cause. He participated in the Underground Railroad and, in 1851, helped establish the League of Gileadites, an organization that worked to protect escaped slaves from slave catchers.

In 1847 Frederick Douglass met Brown for the first time in Springfield, Massachusetts. Of the meeting, Douglass stated that, "though a white gentleman, [Brown] is in sympathy a black man, and as deeply interested in our cause, as though his own soul had been pierced with the iron of slavery." It was at this meeting that Brown first outlined to Douglass his plan to lead a war to free slaves.

Brown moved to the black community of North Elba, New York, in 1849. Gerrit Smith, a wealthy abolitionist, had donated 120,000 acres of his property in the Adirondacks to black families who were willing to clear and farm the land. Brown, knowing that many of the families were finding life in this isolated area difficult, offered to establish his own home there and teach his neighbors how to farm the rocky soil.

"He is socializing and associating with Blacks in this community."
dragged from their homes and brutally killed. (Brown would say that he approved of, but did not participate in, the killings.) Brown took to the brush, striking out against proslavery forces whenever possible.

John Brown's resistance of proslavery forces in Kansas brought him national attention. To many in the North, he became an abolitionist hero. His defense of the free-soil town of Osawatomie earned him the nickname "Osawatomie Brown," and a play by that name soon appeared on Broadway to commemorate his story.

For the next two and a half years, Brown traveled ceaselessly throughout New England beseeching abolitionists for money and guns to bring his war against slavery to the South. A clandestine group of wealthy abolitionists, known as the "Secret Six," funded Brown, allowing him to raise a small army.

On October 16, 1859, John Brown led 21 men on a raid of the federal arsenal at Harpers Ferry, Virginia. His plan to arm slaves with the weapons he and his men seized from the arsenal was thwarted, however, by local farmers, militiamen, and U.S. Marines led by Robert E. Lee. Within 36 hours of the attack, most of Brown's men had been killed or captured.

Brown was taken to Charlestown, Virginia, where he was tried and convicted of treason to the state of Virginia. Before hearing his sentence, Brown addressed the court:

... I believe to have interfered as I have done, ... in behalf of His despised poor, was not wrong, but right. Now, if it be deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children, and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I submit: so let it be done.

Although initially shocked by Brown's exploits, many Northerners began to speak favorably of the militant abolitionist. "He did not recognize unjust human laws, but resisted them as he was bid...," said Henry David Thoreau in an address to the citizens of Concord, Massachusetts. "No man in America has ever stood up so persistently and effectively for the dignity of human nature....."

Brown was found guilty of murder, treason, and of inciting slave insurrection. On Dec. 2, 1859, he was hanged. It was a turning point for America, for with his death all hope of a peaceful end to the slavery issue died as well.
People & Events

John Brown

The annual summer event is a celebration of a man who remains one of the most controversial figures in American history. John Brown dedicated his life to the abolition of slavery. For him, any means used to achieve this goal were justified. He was prepared to kill or be killed in this effort, a decisive break with the nonviolent resistance embraced by most abolitionists at that time.

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"He is socializing and associating with Blacks in this community," comments historian, James Horton. "This is something unheard of for a white man to be doing in the middle of the 19th century. Most abolitionists were lukewarm, at best, on the notion of racial equality. John Brown in this regard was, I think, remarkable."

Despite his contributions to the antislavery cause, Brown did not emerge as a figure of major significance until 1855, after he followed five of his sons to the Kansas territory.

Proslavery forces had terrorized the region, using threats and violence to influence elections in an attempt to make Kansas a slave state. (The Kansas–Nebraska Act of 1854 dictated that the people of the territories would vote on whether to be free or slave.) On May 24, 1856, in retribution for an attack on the free-soil town of Lawrence, Brown led a small party of men to the homes of proslavery settlers along Pottawatomie Creek. Five men were dragged from their homes and brutally killed. (Brown would say that he approved of, but did not participate in, the killings.) Brown took to the brush, striking out against proslavery forces whenever possible.

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Summary Statements - John Brown

1. He fought to keep slavery out of Kansas.

2. He believed in doing whatever it takes to end slavery.

3. He was "the spark that started the civil war."
<table>
<thead>
<tr>
<th>Article title:</th>
<th>Graphic Organizer</th>
</tr>
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<tbody>
<tr>
<td>Who was he/she?</td>
<td></td>
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<tr>
<td>What happened to him/her?</td>
<td></td>
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<tr>
<td>What important action(s) is she/he most remembered for?</td>
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<tr>
<td>How would you describe her/his character? Give examples/ use character traits words.</td>
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<tr>
<td>What I KNOW</td>
<td>What I WANT to know</td>
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</tbody>
</table>
III. DRED SCOTT'S LIFE

Dred Scott was born into slavery in Virginia in about 1800. His owner, Peter Blow, moved to St. Louis in 1830, where he sold Scott to John Emerson, a U.S. Army surgeon. In 1836 Emerson and Scott moved to Fort Snelling, an army post in what is now Minnesota, and what was then in territory that banned slavery under the Missouri Compromise. At Fort Snelling, Scott married Harriet Robinson, who was also a slave. In 1837 Emerson left Fort Snelling for Jefferson Barracks near St. Louis. Scott and his wife stayed behind in Fort Snelling, but later joined Emerson in St. Louis in 1838. The Scotts eventually returned to St. Louis with Emerson in 1840.

In 1846, after Emerson died, Scott sued to gain freedom for himself, his wife, Harriet, and their two children. Scott argued that living at Fort Snelling had made him and his family free, and once free they remained free, even after returning to Missouri.

In January of 1856, a jury of 12 white men on the St. Louis Circuit Court concluded that Scott's two years of residence in a free state and a free territory made him free. However, in 1852 the Missouri Supreme Court reversed this decision, claiming that due to Northern hostility toward slavery, Missouri would no longer recognize federal or state laws that might have emancipated Scott.

In 1854 Scott turned to the federal courts and renewed his quest for freedom in the U.S. Circuit Court in Missouri. Scott's owner at this time was Emerson's brother-in-law, John F. A. Sanford, who argued that blacks could never be citizens of the United States and therefore could never sue in federal court. (Due to a clerical error, Sanford's name was misspelled in court documents.) Federal Judge Robert Wells ruled that if Scott was free he was entitled to sue in federal court as a citizen. However, after a trial Wells decided Scott was still a slave.

IV. SCOTT'S CASE IN THE SUPREME COURT

Scott then appealed to the U.S. Supreme Court. The Court heard his case in the spring of 1856 but did not decide it that year. Instead, the Court ordered new arguments, to be conducted in December 1856, after the upcoming presidential election. Montgomery Blair, who would later serve as postmaster general in the Cabinet of President Abraham Lincoln, and George T. Curtis, brother of Supreme Court Justice Benjamin R. Curtis, represented Scott for free. U.S. Senator Henry S. Geyer of Missouri, and Reverdy Johnson, a Maryland politician and close friend of Chief Justice Taney, represented Scott's owner. In March 1857 the Court ruled in a 7-to-2 decision that Scott was still a slave and therefore not entitled to sue in court. For the first time in history, each of the nine justices on the Court wrote an opinion in the same case, explaining their various positions on the Court.

Chief Justice Taney's 54-page majority opinion of the Court had wide-ranging effects. In it he argued that free blacks—even those who could vote in the states where they lived—could never be U.S. citizens. At the time some or all adult black males could vote in Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and New York, and blacks had held public office in Ohio and Massachusetts. Nevertheless, Taney declared that even if a black was a citizen of a state, "it does not thereby mean that he must be a citizen of the United States. Taney based this unprecedented legal argument entirely on race. Although he knew that some blacks had voted at the time of the ratification of the Constitution of the United States in 1787, Taney nevertheless argued that blacks "are not intended, and were not intended to be included, under the word 'citizens' in the Constitution... On the contrary, they were at that time (1787) considered as a subordinate and inferior class of beings who had been subdued by the dominant race, and... had no rights or privileges becoming such as held the power and government might choose to grant them."

In words that shocked much of the North, Taney declared blacks were "so far inferior, that they had no rights which the white man was bound to respect." Taney concluded that blacks could never be citizens of the United States, even if they were born in the country and considered to be citizens of the states in which they lived. This also meant that Dred Scott had no right to sue for his freedom in a federal court.
Summary Notes

1. Dred Scott was a slave living in St. Louis, that sued to prove that his family and himself were free. His case got rejected by the Supreme Court.

2. Scott was born into slavery in Virginia in about 1800. Peter Blow (owner) moved to St. Louis in 1820 and sold Scott to an army surgeon, John Emerson. They moved to a post (no slavery army post). Scott married another slave called Harriet Robinson. Emerson (1837) left to Jefferson Barracks, and Scott and Harriet stayed behind (went to Emerson 1838).

3. Emerson died 1846. Scott sued for his own and his family's freedom. Scott said he was free because he lived at Fort Snelling, even though he returned to Missouri.

4. 1856-12 years said Scott was free because he lived on Fort Snelling for 2 years. 1852- Missouri Supreme Court reversed the decision.

1851 - Scott went to federal courts and renewed his quest to freedom. Scott's new owner was Emerson's brother-in-law John F. A. Stanford argued that slaves can never be citizens and go to court. After trial, bills decided that Scott was still a slave.

1857 - Scott was still a slave and could not vote or court, decided by the court.

Taney said that even though some blacks were able to vote in the states, they could not be US.
Topic Research
Part I - A Chronology of ___________'s Life:
When did she/he live and what did he do?

Examine the chronology of ___________'s life. After reading the information use the space below to explain
1. who he was
2. what important action he might be most remembered for
3. what happened to him.

2. Using this information gathered from the chronology to speculate [guess at] why you think ___________ was an abolitionist.

<table>
<thead>
<tr>
<th>Date</th>
<th>Important Events in ___________'s Life</th>
<th>Date</th>
<th>Important Events in American and World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>Gabriel Prosser leads his slave revolt in Richmond, Virginia.</td>
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<tr>
<td>1812</td>
<td>The War of 1812 United States declares war against Great Britain.</td>
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<tr>
<td>1820</td>
<td>Missouri Compromise – Admitted Maine as free state and Missouri as a slave state. Prohibited slavery above the 36°30’ line of latitude, allowing it below that line.</td>
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<tr>
<td>1822</td>
<td>Denmark Vessey is found guilty of planning what would have been the biggest slave uprising in U.S. history.</td>
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<td>1830</td>
<td>David Walker wrote and antislavery article called “Walker's Appeal”.</td>
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<td>1831</td>
<td>Nat Turner's slave rebellion in Virginia. Sixty whites were killed. One-hundred slaves who did not participate in the rebellion were killed. Nat Turner was captured and executed. William Lloyd Garrison begins publishing The Liberator, an anti-slavery newspaper.</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>1833</td>
<td>Slavery is abolished in the British Empire</td>
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<td>1837</td>
<td>Elijah Lovejoy's printing press is thrown into the Mississippi River for the fourth time.</td>
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<td>1845</td>
<td>The &quot;Narrative of the Life of Frederick Douglass: An American Slave Written by Himself&quot; is published.</td>
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<td>1846</td>
<td>The United States declares war against Mexico.</td>
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<tr>
<td>1849</td>
<td>Harriet Tubman escapes to Philadelphia.</td>
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<tr>
<td>1850</td>
<td>Compromise of 1850: California admitted as a free state, ending the equal number of free and slave states</td>
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<td>1851</td>
<td>Sojourner Truth gives her &quot;Ain't I A Woman?&quot; speech.</td>
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<tr>
<td>1852</td>
<td>Harriet Beecher Stowe publishes Uncle Tom's Cabin.</td>
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<tr>
<td>1854</td>
<td>Kansas-Nebraska Act of 1854: Giving in to Southern power, the federal government placed the issue of slavery into the hands of those settling in these new territories. The people would decide, by popular vote, whether to be &quot;free&quot; or &quot;slave.&quot;</td>
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<td>1856</td>
<td>Hoping to begin a slave revolt in the South, John Brown attacks the U.S. government armory at Harpers Ferry, Virginia.</td>
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<td>1857</td>
<td>Dred Scott ruling: Supreme Court ruled that no African American could be a citizen of the United States and that Congress had no power to prohibit slavery anywhere in the country.</td>
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<tr>
<td>1860</td>
<td>Abraham Lincoln elected President.</td>
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<tr>
<td>1861</td>
<td>April 12: Confederate armies open fire on Fort Sumter in South Carolina; the first shots of the Civil War. Incidents in the Life of a Slave Girl by Harriet Jacobs is published.</td>
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<tr>
<td>1865</td>
<td>The Thirteenth Amendment to the Constitution abolishes slavery.</td>
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</tbody>
</table>
Script Writing
**Documentary Analysis**

_**Jazz** by Ken Burns_

---

**documentary - non-fiction film**

- history
- current-events
- biography

**subject:**

- The beginning of Louis Armstrong's biography

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<table>
<thead>
<tr>
<th>effect</th>
<th>notes</th>
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</thead>
<tbody>
<tr>
<td>music</td>
<td>fits the theme, subject of the movie, ex: trumpet/jazz, skips</td>
</tr>
<tr>
<td>images</td>
<td>paint a picture of the setting (poor, dirty, abandoned, people), streets, pictures stay up for 4-10 seconds, special effects/moving</td>
</tr>
</tbody>
</table>
Content:
1. Why he is important
2. Facts about early life (birth, town, parents)
3. Help us interpret the facts.

Style:
Voice 1: opinion
Voice 2: narrator - facts
Voice 3: opinion
Digital Storytelling Project: Vision Drafting

1. What is your topic? _________________________________________________________

2. If your project were a book, what would the chapter titles of the book be? (list 3 titles)
   For example: Chapter 1: The Early Years: Before Japanese Internment
   1. __________________________________________________________
   2. __________________________________________________________
   3. __________________________________________________________

3. When the audience is done watching your movie, what do you want them to know?

4. When the audience is done watching your movie, how do you want them to feel?

5. When the audience is done watching your movie, what message do you want them to get?

6. Why is it important that you tell this story?

7. What is the power in your story?
Digital Storytelling Project: Collaborative Vision

1. What is your topic?

2. If your project were a book, what would the chapter titles of the book be? (list 5 titles)
   For example: Chapter 1: The Early Years: Before Japanese Internment
   1. 
   2. 
   3. 
   4. 
   5. 

3a. When the audience is done watching your movie, what do you want them to know?

3b. What background information does your audience need in order to understand your story?

4. What is the tone or mood you want to set for your audience?

5. When the audience is done watching your movie, what is the most important message you want them to get?

6. What is the power in your story?
John Brown

John Brown was born in 1800. His father hated slavery and so he did too. John Brown's family was very religious.

In 1812, John Brown stayed with a man who owned a slave boy. Brown saw the man beat the slave boy with a shovel.

In 1820, John Brown married Dianthe Lusk. They moved to Pennsylvania and had seven kids. She died in 1832.

The next year, he married Mary Day. She was sixteen years old. They had thirteen kids.

In 1837, John Brown went to Elijah Lovejoy's funeral. Lovejoy was an abolitionist who published an anti-slavery newspaper. At the memorial service, John Brown made a promise to stop slavery.

In 1849, John Brown lived with African-Americans in New York. Another abolitionist named Gerrit Smith had bought lands for African-Americans so they could live there. John Brown went to help them learn how to farm. It was very uncommon for white people to live with African-Americans, even if they were opposed to slavery, but John Brown thought everyone was equal.

In 1856, John Brown led a group of men in killing five people in Kansas who were proslavery. Four of John Brown's sons helped kill the proslavery people.

In 1858, he killed more proslavery people and then took their slaves and set them free. 11 slaves were freed and John Brown took them to Canada so they would be free.

In 1859, John Brown tried to start a slave revolt by attacking the United States government armory in Harper's Ferry, Virginia. This is the event he is most famous for. Five blacks and fourteen whites went with John Brown. They took 60 hostages. The local militia couldn't stop them. The United States marines came. 10 of John Brown's people died, including two of his sons. Brown was wounded and taken prisoner. He had a trial and was found guilty and was hanged.

Some people thought he was a hero for what he did. Others thought he was crazy. He helped stop slavery. I think he was really great because he was brave. He was brave because he risked his life.

Word Count = 352
“Trains Fired into and Stopped --- Several Persons Killed ---- Telegraph Wires Cut" - So read the headlines of one Southern newspaper on October 19, 1859, after John Brown's Raid on Harper's Ferry - a crime for which John Brown would be hanged.

John Brown was born in 1800 in the free state of Connecticut. Even though John Brown was born into a white family, he would learn from an early age that slavery was wrong. His father believed it was a sin against God. In time, John would come to this truth through his own experience.

At age twelve, John witnessed the beating of a slave boy close in age to himself. One can only imagine how helpless John must have as felt as he watched the small boy, not much different from himself, except in the color of their skin. The boy must have shaken in terror as he watched the shadow of the iron shovel pause for just a moment, before crashing against his small, dark body. The sound of the shovel, assaulting flesh and breaking bones, pierced John's ears as he watched the boy crumple, into a heap. The boy's body lay limp, sweat and blood mixing into the dirt where he collapsed. John would never forget this.

As an adult, John Brown's efforts to end slavery included helping run the Underground Railroad, and later settling his family in a black community - a decision unheard of among whites of the time, even those with strongly held anti-slavery beliefs. By the time he was in his 50s, however, John Brown would take up force to further his beliefs.

John Brown is most well-known for leading 16 whites and five blacks in an attack on Harper's Ferry, an arsenal where military weapons and equipment were stored. His plan was to equip an army of slaves that would build by freeing other slaves, eventually freeing all slaves. The insurrection, two years in the planning, was put down on the same day that it started. Ten men had died, including two of Brown's sons and two of the five slaves.

Had I lived in John Brown's time, would I have admired his unwavering dedication to ending slavery? Or would I have feared the righteousness that allowed him to lead his own sons and the very slaves he claimed to be trying to free, to their untimely deaths in an effort that, he must have known, could not succeed?

Word Count = 407 (unfinished)
<table>
<thead>
<tr>
<th>AREA OF FOCUS</th>
<th>A - Exemplary</th>
<th>B - Very Good</th>
<th>C - Needs some Improvement</th>
<th>D - Needs Significant Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Script: Content/Flow</td>
<td>- Focuses on a few significant events and ideas, and fully develops them - Clear beginning, middle, and end, all linked by varied transitions</td>
<td>- Focuses on a few significant events and ideas, and attempts to fully develop them - Clear beginning, middle, and end - Uses transitions to link ideas</td>
<td>- Focuses on a few significant events and ideas, some of which are not developed - Beginning, middle, and end may be unclear - Lacks some transitions</td>
<td>- Focuses on multiple events and ideas, many of which are not developed - Beginning, middle, and/or end are not clear - Transitions lacking or ineffectively used</td>
</tr>
<tr>
<td>Lead</td>
<td>- Pulls audience in, making them want to learn more - Focuses on content important to overall script</td>
<td>- Attempts to draw audience in - Focuses on content important to overall script</td>
<td>- Attempts to draw audience in - Does not focus on content important to overall script</td>
<td>- Does not attempt to draw audience in</td>
</tr>
<tr>
<td>Biographical/ Background Information</td>
<td>- Relevant to what abolitionist is known for, to reasons for being an abolitionist, and to significant incident</td>
<td>- One or two pieces of information not relevant to what abolitionist is known for, reasons for being abolitionist, or significant incident</td>
<td>- Important background/biographical information may be missing - Three to four pieces of information not relevant to script</td>
<td>- Important background/biographical information may be missing - Five or more pieces of information not relevant to script</td>
</tr>
<tr>
<td>Reason for Being an Abolitionist</td>
<td>- Clearly explains or infers why s/he became an abolitionist</td>
<td>- Provides some explanation as to why s/he became an abolitionist</td>
<td>- Mentions but does not infer or explain reasons for becoming an abolitionist</td>
<td>- Does not mention reason(s) for becoming an abolitionist</td>
</tr>
<tr>
<td>Significant Incident</td>
<td>- “Show not Tell” - Guides audience in experiencing and feeling the incident</td>
<td>- Provides many “showing” details to help audience visualize incident</td>
<td>- Explains significant incident in mostly “telling” details</td>
<td>- Does not include significant incident</td>
</tr>
<tr>
<td>Modes of Resistance/ Action Best Known for</td>
<td>- Clearly explains modes of resistance used and - Provides developed explanation of what abolitionist is best known for</td>
<td>- Clearly explains modes of resistance used - Explains what abolitionist is best known for</td>
<td>- Makes mention of modes of resistance used and what abolitionist is best known for</td>
<td>- May not include information about modes of resistance and/or what abolitionist is best known for</td>
</tr>
<tr>
<td>Personal Reflection/ Message</td>
<td>- Personalizes script through developed reflection and message that is relevant beyond the abolitionist</td>
<td>- Personalizes script through reflection and message that is relevant beyond the abolitionist</td>
<td>- Begins, but does not develop personal reflection and/or message</td>
<td>- Does not include personal reflection and/or message</td>
</tr>
</tbody>
</table>
Script:

- Significant event
  - why he or she is abolitionist
- how/they are an abolitionist
details
  * What the person is famous for
- personal reflection
  * biography
DST: Script Planning Worksheet

Controlling Idea:

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
</table>

Names: ________________  
Date: ________________
1. **Harriet Tubman** was an abolitionist who escaped slavery, freed slaves, and is known for being a leader in the Civil War.

### Beginning: (1 minute) 9 sec.
- Harriet Tubman was born in approximately 1820 or 1821, because her birth date was not recorded.
- She was an 11th child, parented by her stepmother, Sarah G. Tubman, and Harriet. She was also raised by her mother, Harriet Ross.
- She was born into slavery, which was denied education, left illiterate for the whole life.
- At age 13, she was deemed as a slave and was punished by being hit in the head, causing neurological injuries.

### Middle: (1 minute) 9 sec.
- In 1849, Harriet escaped to Freeland in Pennsylvania by following the North Star.
- Because of her accomplishments, Harriet was nicknamed "Moses" because she freed over 300 black slaves in the South. Just as Moses freed Israelites in Egypt to freedom in 1981.
- In the 12 years, from her escape in 1849 to the beginning of the Civil War in 1861, Harriet Tubman and the U.S. helped the most dominant role of abolitionism.

### End: (1 minute) 9 sec.
- Slavery has been a huge impact on African-Americans today (past, present, and future). What has been the significant change in black history?
- Although slavery has ended, people are dealt with racist movements everyday. But what will slavery truly end?
beginning

Harriet Tubman grew up on a plantation, was forced to work as a young girl and was unfortunately not able to gain an education.

M (20-year-old)
2. October Tubman was a slave, she was denied education which left her in the darkness of illiteracy. Planters believed that they had the right to keep their slaves away from education so they'd be easier to manipulate.

E (20-year-old)
2. Because she was a slave, she began to work at an early age and eventually was loaned out to other plantations. After living on another plantation, Harriet became sick and was sent home.

At age 13, she was caught stealing a slave and was punished by being hit in the head, leaving permanent concussions.
Middle

Harriet Tubman's Escape from slavery.
Harriet Tubman's accomplishments during slavery.

At age 16, Harriet Tubman married John Tubman, who was still required to work for his master. In 1849, she finally made her great escape to free land in Pennsylvania by following the North Star. Once she crossed the border between slaveholding and non-slaveholding states, she said: "I looked at the negroes and I said, 'I am free. There was such a glory over everything, and I felt I was in heaven.'"

Harriet Tubman knew she was free and she liked her freedom.

\[\text{At the Bible, there is a story of Exodus, which explains how Moses freed Israelites from slavery in Egypt to freedom in Israel.}
\]

"Because of her accomplishments, Harriet was nicknamed "Moses," because she freed over 300 black slaves in the south.

In the 1830s, from her escape in 1849 to the beginning of the Civil War in 1861, Harriet Tubman and the U.S.R. became the most prominent foes of abolitionists.

Eventually Harriet Tubman began to work for the freed and plight of colored people. This action led her to raise money for Freedmen's schools.

In 1911, Harriet Tubman was welcomed into the home of A.J. and Juglens colored people.

She eventually passed away on March 10, 1913.
### Script Planning Worksheet

**End**

- *When will Racism End?*

<table>
<thead>
<tr>
<th>A (20 sec.)</th>
<th>M (20 sec.)</th>
<th>E (20 sec.)</th>
</tr>
</thead>
</table>
| "Every though slavery has ended, African Americans are still suffering. People are being forced to face racism and are being called derogatory names." | "Abolitionists like Harriet Tubman have made a significant change in history. Because of their strong belief in ending slavery, Black history is celebrated every year for one month. There is not yet a major event that Harriet Tubman is still known for but her daily contributions has inspired many to continue what she started." | "Slavery has been a huge impact on African Americans today. Did you know that there is still racism still being put upon blacks? Although slavery has ended, people are faced with racist challenges everyday. Abolitionists tried hard enough to stop slavery publicly but personally when will racism and slavery truly end?"
# Peer Response to DST Script

<table>
<thead>
<tr>
<th>AREA of FOCUS</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead</td>
<td>underline in GREEN</td>
</tr>
<tr>
<td>Biographical / background information</td>
<td>underline in BLUE</td>
</tr>
<tr>
<td>reason for being an abolitionist</td>
<td>underline in RED</td>
</tr>
<tr>
<td>significant incident</td>
<td>underline in ORANGE</td>
</tr>
<tr>
<td>action best known for</td>
<td>underline in PURPLE</td>
</tr>
<tr>
<td>personal reflection/message</td>
<td>underline in BROWN</td>
</tr>
</tbody>
</table>

Use the "Area of Focus" categories from the rubric to label each paragraph in the script.

**Example: Paragraph 1. Introduction/Lead**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**Name 3 things this script does well.**

- 
- 
- 

**Name 3 ways that this script can be improved.**

- 
- 
- 

**List 3 examples of showing (not telling) detail.**

<table>
<thead>
<tr>
<th>show</th>
<th>what is being told</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
America's Most Famous Abolitionist, Frederick Douglass
By: Kevin G. & Erik A.

“What to the American slave is your 4th of July? I answer; a day that reveals to him more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour,” said Frederick Douglass on July 5, 1852, in one of his most famous speeches.

Douglass’ speeches were powerful and they touched a lot of people. Douglass might have been the most powerful abolitionist in American history.

Douglass was born to a slave mother and an unknown white man on February 14, 1818, in Maryland. As a boy he was separated from his mom and sent to be a servant. He learned to read and write by an owner’s relative, Sophia Auld when he was about seven. Learning to read gave Douglass the education he needed to learn how bad slavery was outside of his own experience. When he was 13 he read a book that said slavery was wrong and people should be free.

As a teenager, Douglass was sent to work in the fields and used to get beaten for the tiniest mistakes. When he was 17, he fought back against his owner. Douglass grew up to be a non-violent abolitionist. Perhaps, all of the violence he experienced as a child kept him from wanting violence in his adult life.
When Frederick Douglass was about 20, he disguised himself as a sailor and escaped for the second time, this time he succeeded. He hid in the bottom of the boat were storage was kept. When he got to Massachusetts he changed his last name from Bayley to Douglass.

About 10 years after, he spoke at an anti-slavery meeting. A man named William Lloyd Garrison heard him, and was so impressed that he asked Douglass to work as a speaker for the Massachusetts Anti-Slavery Society. People thought his speaking was very persuasive and powerful. He sounded so proper and educated when he talked, people thought he couldn’t have been a slave.

Frederick Douglass is best known for his autobiography, called Narrative of the Life of Frederick Douglass, an American Slave. This book told the story of Douglass’ life as a slave.

Frederick Douglass also gave important speeches during his life and they inspired a lot of people, for example when he gave a speech called The Meaning of July Fourth for The Negro. His speeches convinced people that slavery was bad.

Douglass spent most of his life as a non-violent abolitionist. I wonder if he would have been more affective as an abolitionist who acted violently? Would he have had more power if he led a slave revolt? We think he was more affective as a writer and speaker. He touched more lives.

Word Count: 492
Storyboarding / Image Searching
Searching for Digital Images on Google:


2. In the "Advanced Image Search" window, type in specific criteria in the search field, such as:
   - "San Francisco landmarks"
   - "Golden Gate Bridge"

3. Click once on the "Images" link.

4. In the "Advanced Image Search" window, select "JPEG files.

5. In the "Size" category, select "Large.

6. Your search results will come out. You may have to change your search criteria if you do not see images that you like.

7. In the "Filetypes" category, select "JPEG files.

8. In the "Filetypes" window, select "JPEG files.

9. Click once on "Google Search" towards the right of the screen.

10. Click on "Images" under each image, you see information listed. The image should be at least between 30K and 120K.

11. Once you find an image that you want to download, click on it. You're taken to a new page where you can download the image.

12. Right-click on the image. A menu drops down:
   - "Save Picture As.
   - "Save full-size image link.

13. You're taken to a new page where you see the image alone.

14. In the "Files name" field, type in a specific name for the image based on the file management system mentioned above (key word search).

15. In the "Save in" field, select where you want to save the image.

16. From this menu, select "Save Picture As.

17. Click on the "Save full-size image link.

18. You're taken to a new page where you can download the image.
Dred Scott

"Dred Scott fought for his freedom for 10 years and lost". Dred Scott sued the American government for his freedom.

Dred Scott was born in Virginia on 1799 and was a slave most of his life. He never learned to read or write. As a young man Dred Scott and his owner, Peter Blow, moved to St. Louis where Scott was sold to an army surgeon named John Emerson. They moved a lot because of Dr. Emerson's job. Together they moved to Minnesota, a free territory and later back to Missouri.
Since he lived in Minnesota, he found that there was not a lot of people living in Minnesota except for people that were German, Irish, and Scandinavian. It was weird for him living there and since he was a slave he was surrounded by people that were not your race would actually look weird. Not many people owned slaves because it was a free territory. For him it was a way to think about what he was in that state because he was a slave there. It was one of a few people that was a slave there.
Minnesota for a while a lot of the people there made him think about what he was. I mean, why would he still be a slave in a free state? That's what gave him the idea to sue. After moving back to St. Louis his owner, John Emerson died. It was in his will to let Dred Scott and his family free, but Emerson's widow hired Dred Scott and his family to work for other families in St. Louis. So, he sued Mrs. Emerson for his freedom. Dred Scott was the first slave ever to sue his owner for his freedom.

"Living in Fort Snelling had made me free, stays free." said Dred Scott. In his first trial he lost because he...
family in house a lot of white people

Dread Scott had a lot of courage in him because he was brave enough to sue his owner.

Dread Scott died of tuberculosis about 9 months after he got his freedom. Dred Scott and his family let Dred Scott die. Then get married and married a guy that hated slavery so she got remarried and married a citizens so therefore he could not sue.

Luckily, Irene Emerson wasn't black men aren't citizens. So therefore he could be free. In his second trial the judge said once living in a free state, it had made him free. But in the 4th hearing the U.S. Supreme Court said that he was still a slave and even if he did not have enough evidence to prove that he should be free.
for his freedom.
Unfortunately he lost and his loss made the U.S admit that "slaves and free blacks have no rights". But I think that at the beginning I think it was worth because he brought us closer to a war that ended slavery, which was a good thing. He taught us that nothing is impossible because he was the only slave to sue his owner and he did what other slaves thought was impossible.

Word count: 520
Reflection
Process Binder Instructions

Purpose: To create a binder that shows the process that you went through to create your film.

Directions:
A. Create 5 labeled dividers:
   1. Choose Topic
   2. Research
   3. Script Writing
   4. Storyboard / Image Searching
   5. Production / Art & Music Integration / Reflection

B. Place the following work (for both partners) behind each divider:
   1. Choose topic
      □ White "Abolitionist Topic Choices" worksheet
      □ Yellow "Prioritizing Topic Choices" worksheet
   2. Research
      □ Internet Research Instructions ("Website Addresses")
      □ "How to Evaluate a Website"
      □ John Brown sample article, summary statements, & biography graphic organizer
      □ 3 research articles on your abolitionist with reading/thinking notes, summary statements &
         biography graphic organizers
      □ "A Chronology of ____________'s Life" graphic organizer
   3. Script Writing
      □ Jazz by Ken Burns notes
      □ John Brown Sample Scripts A & B
      □ DST: Script Rubric
      □ DST: Vision Drafting
      □ DST: Collaborative Vision Drafting
      □ DST: Script Planning Worksheet (Beginning - Middle - End)
      □ DST: Script Planning Worksheets (1st, 2nd, 3rd minute)
      □ Script Draft #1
      □ Peer Response to DST Script
      □ Script Drafts #2,3,4,etc.
      □ Final Draft of Script

4. Storyboard Image Searching
   □ "Searching for Digital Images on Google"
   □ Storyboard

5. Production / Art & Music Integration / Reflection
   □ Poem
   □ Music Genres Matrix
   □ DST: 7-8 Playlist/ Music choices
   □ Technology Literacy Reflection
   □ Arts Integration Reflection
   □ Personal Reflection

C. Create a cover sheet for your binder. Must include: your names & the title of your movie
DST: Reflection

1. What did you like about the DST Project? Explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. What did you dislike about the DST Project? Explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3a. What steps of the project felt comfortable and pretty easy to do? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3b. Which steps of the project made you nervous or uncomfortable, maybe you weren’t sure you’d be able to do it. Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What are you proud of from the DST Project? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5. What did you learn or what did you improve on by doing this project? Explain.

6. If you had the opportunity to do this project again, what would you do differently? Explain.
7. What recommendations do you have for me so I can better guide and support students on this project?