

Mystic Chords of Memory?
Exploring and Comparing the Reality--and Memory--of Slavery
A Lesson Plan for the NEH Seminar, Legacy of the Civil War
Developed by Mary Beth Donnelly, Summer 2016

Created by:	Mary Beth Donnelly
Email:	mbdonnelly524@gmail.com (personal) marybeth.donnelly@apsva.us (work)
School District:	Arlington Public Schools (VA)
Grade Level:	6
Course Taught:	U. S. History, Civics, and Economics to 1865
Number of Classes:	5
Number of Students Per Class:	20-29 (~120 total)
Standards:	See pages 2-3
Objectives:	See page 2
Context:	See below

Key Objectives:

- Evaluate a variety of primary sources (paintings, photographs, narratives and other first person accounts) that provide historical evidence on the reality of slavery across different eras in American history
- Draw conclusions about the reality of slavery through the analysis of multiple sources
- Compare historical evidence on slavery to claims about slavery made by a Southern sympathizer following the end of the Civil War
- Apply historical evidence through a processing assignment that allows for differentiation of abilities and learning styles
- Begin to analyze the validity of Lost Cause mythology and an understanding on the nature of historical memory with respect to slavery and specifically, how the memory of slavery affects the politics of today

Arlington Public Schools (APS)/Standards of Learning (SOL) Curriculum Standards:

Please note that the 6th grade curriculum is a blended course of the Standards of Learning for U. S. History to 1865 (abbreviated SOL USI) and Civics and Economics (abbreviated SOL CE). Although this lesson will be taught within the scope and chronology of the U. S. history curriculum, it does touch upon some key standards in the Civics and Economics curriculum as well.

United States History to 1865

Skills

USI.1

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.5

The student will demonstrate knowledge of the factors that shaped colonial America by

- c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;

Expansion and Reform: 1801 to 1861

USI.8

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- d) identifying the main ideas of the abolitionist and women's suffrage movements.

Civil War: 1861 to 1865

USI.9

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;

Civics and Economics

CE.1

The student will develop the social studies skills responsible citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- e) review information for accuracy, separating fact from opinion;

Essential Understandings: Primary sources reveal ways of life for those enslaved and how these experiences can differ with the collective memory of slavery.

Conceptual Unit Question:

What was everyday life like for those enslaved and how did their actual treatment differ from the ways in which slavery was remembered after the Civil War?

Lesson Procedures:

Students will spend approximately 3 days at the outset of the abolition unit looking at primary sources that provide a glimpse of what life was like for those enslaved. They then will proceed through the remainder of the abolition unit and the Civil War unit, and return to the "slavery in memory" portion of this lesson at the end of the Civil War unit. Since Virginia's US I curriculum ends in 1865, the processing assignment about slavery in memory will serve as a capstone on our history content.

Specific Lesson Directions: (include specific student and teacher actions)

Day 1: Introduction to Lesson and Lesson Preview

1. At the outset of the initial lesson on the everyday experience of slaves, the preview will be to analyze and record observations of a Civil War-era piece of art. Students will be directed as follows:

Turn on iPads and go to Google classroom where you will see a link to a Prezi (https://prezi.com/5ge1_comv/rj/untitled-prezi/#). Look at the center spoke where you will see a painting by Eastman Johnson entitled, "A Ride for Liberty-The Fugitive Slaves." Study the picture carefully and as you do, fill out the See/Think/Wonder prompt ([Introductory Activity](#)). In particular, consider what this painting

tells you about slavery. We then will share our thoughts with a neighbor and the class as a whole, answering questions as we go.

2. Students will locate the Prezi and zoom in on the center spoke that shows the painting, “A Ride for Liberty-The Fugitive Slaves” by Eastman Johnson.

3. Students will be given some time to process the painting on their own (5-7 minutes), using a See/Think/Wonder strategy that they will complete on the Introductory Activity sheet ([Introductory Activity](#)).

4. After analyzing on their own, students will share their thoughts with a neighbor (3 minutes). As they discuss with a neighbor, they will record in their Introductory Activity sheet how their impressions change when talking with others about the painting.

5. The class will engage in discussion as a whole. Again, students will record whether or not their impressions change when discussing with a larger group.

6. Teacher will tell students about the painting – that Eastman Johnson painted in 1862, near Manassas, VA (local to our school district), based on what he witnessed. The class will then discuss what this means for slavery, noting time of day of painting, look on their faces, what’s in the background, etc. (The goal in this segment is to have students understand what the urgency of these characters’ escape tells the viewer about slavery.)

7. Teacher will moderate discussion, and consider either moving on to analysis of primary sources or letting students discuss painting further – depending on class mood, time constraints, etc. (Teacher should plan, however, to have Introductory Activity not last longer than one full class day, and to move on to the other primary sources in the Prezi by the following day.)

Day 2-3: In-Depth Primary Source Analysis

1. Assuming that teacher is starting the in-depth primary source analysis on the next day, teacher will display Eastman Johnson image on overhead projector to jog students’ memory of their class discussion the day prior.

2. Teacher will explain that students will spend the next 2 days on analyzing life of those enslaved by looking at primary sources (written and visual) presented in a [Prezi](#) from the colonial era through the middle of the Civil War.

3. Teacher will give out graphic organizer to students and explain to students that the questions on the graphic organizer are thematic and that not every source will answer every question. (See [Graphic Organizer for Primary Source Analysis](#).) Teacher will explain that students might want to look at all sources before attempting to answer questions. Students should, however, keep track of what source(s) helped them answer questions posed.

4. Teacher will circulate, answering vocabulary questions as needed and reading sources aloud with those students who are struggling with the high reading level. (A variety of sources has been provided here to accommodate all learners, but to the extent possible, students should be exposed to as many sources as they can be – with teacher help when needed.)

5. Students should expect to read and analyze at least 3-4 sources on Day 2, and the remaining sources on the first half of Day 3. To the extent possible, students should work in chronological order, but this is not required, particularly for students who may have more difficulty with the written text. (Note: Moving chronologically will happen automatically if students use the arrow keys to move through the Prezi. In a clockwise direction.)

Day 4: Class Discussion/Wrap Up

1. By Day 4, students should be ready to have teacher discuss answers to the questions posed on the graphic organizer.
2. This primary source analysis will provide the essential content for the abolition unit, wherein students will be required to understand the legal status and daily conditions for those enslaved, the major arguments of the abolitionists, and the ways in which several key abolitionists (including Douglass) and future leaders (i.e., Lincoln) experienced and fought against slavery.

Day 5 and 6: Capstone Activity: Slavery in Memory (approximately 4 weeks later)

1. Students will return again to the life of enslaved people after the Civil War unit is complete. Students will complete a [Google Form](#) that asks them to answer what they believe to be the major cause of the Civil War and what they remember learning about slavery.
2. The teacher will show results to class, by displaying as a pie chart. Teacher will ask students what they think of the results and if time permits, allow students to briefly discuss results. Students will also look at answers given for what they remember about slavery, which will allow students to jog memory and will frame the “Epilogue: Slavery in Memory” source analysis.
3. Teacher will explain to students that the cause of the Civil War and the memory of what was slavery was remains a controversial topic and that the struggle for Civil War memory began after the Civil War. Teacher will explain to students that they will be looking at two sources that present different interpretations of the role slavery played in the Civil War, and should be thinking about what they learned during the Abolition unit as they look at these sources.
4. Teacher will give out [Slavery in Memory: Epilogue](#) handout. Have students take a few minutes to look at and read these sources before discussing them as a class.
5. Talk with the class about each of these sources. Discuss the following questions:
 - a. Which one was more sympathetic to the Southern point of view?
 - b. Which one is more sympathetic to the Northern point of view? Why do you think that?
 - c. Does the memory of slavery matter to each side? If so, why?
 - d. Based on your understanding of slavery, which one makes more sense to you?

The teacher will provide a bit of background on the creators of both of these sources; for example, Winslow Homer was born in Massachusetts and is considered one of the great artists of the 19th Century. In contrast, Mildred Lewis Rutherford served as Historian General of the very influential United Daughters of the Confederacy (UDC) and in addition to this speech, she issued a “Measuring Rod” by which to assess history textbooks, a document that was influential in Southern textbook adoption policies. In providing this detail, the teacher will attempt to show students how each of these sources were created by individuals who were not neutral about the Civil War.

The teacher will ask students if they have heard any recent news stories about slavery in memory or Civil War memory in general. Teacher will share some recent examples, including Michelle Obama’s speech at the Democratic Convention, Confederate flag controversy, etc.

6. After students have discussed the matter with the class, explain that students will be completing a [Think-Tac-Toe processing assignment](#) related to these sources and what they understand to be true about the reality of slavery in the pre-Civil War era. Teacher will explain processing assignment options and explain that all projects ask students to demonstrate what they have already learned about slavery and to evaluate one or both of these new historic sources that ask them to consider the controversy of slavery in historic memory.

Day 7 & 8: Processing Assignment

1. Students will be given two days to work on the lesson's [Think-Tac-Toe processing assignment](#). As noted above, the processing assignment for this lesson will be an end-of-unit assessment that asks students to reflect on prior knowledge of slavery and demonstrate evaluation of these more recent sources. Students will be able to choose from among an array of potential assignments that vary in difficulty and type of intelligence (linguistic, visual, musical, logical). Each assignment asks students to assess how the sources analyzed for this lesson compare to the sources examined at the outset of the unit. (INSERT LINK)
(Please note: Student work on this assignment will pave the way for the Civics content to follow, coursework where a key focus will be identifying propaganda and separating fact from opinion.)

Adaptations/Differentiation for Special Population:

This lesson was created with the intent of allowing students to use historic evidence according to the multiple intelligences (mathematical/logical, visual, verbal/linguistic, intrapersonal, and interpersonal).

Key excerpts in primary sources have been bolded and highlighted to accommodate second language learners and special education students; difficult words and words with spelling errors and archaic spelling have been defined to make readability easier. In addition, teacher will work with students as needed to read aloud all survey prompts and texts, so that students with reading difficulties will not be precluded from participation in this assignment.

Materials/Resources: (include copies of any worksheets or graphic organizers)

All documents to be used in this lesson have been hyperlinked in this lesson and are attached with the folder submitted along with this lesson. These documents are:

- Student i-Pads with Prezi, Google docs, and Google classroom installed
- Link to/copies of introductory activity
- Link to/copies of graphic organizer for primary source analysis
- Link to/copies of Google form for cause of Civil War survey
- Link to/copies of Epilogue: Slavery in Memory handout
- Link to/copies of Think-Tac-Toe Processing Assignment

Please note: All Swanson sixth grade students have been issued iPads by Arlington Public Schools; however, technical glitches remain a distinct possibility. Therefore, please bear in mind that all work I am assigning on iPads will also be available in hard copy and all slides will be projected from my teacher computer.

***Notes for Considerate Text**

The assignment is not solely text driven, but involves analysis of visual images. In the spirit of considerate text, each lesson is guided by an overarching statement to evaluate and specific, guided questions accompany each set of primary sources. Difficult words have been defined and key excerpts have been bolded to make primary source text more readable for middle school learners.

***Idea for multiple intelligence assessment**

The lesson is itself a multiple intelligence assessment, inasmuch as it is informed by several activities that tap:

- **Intrapersonal intelligence** (i.e., students are asked to reflect on the experiences of those enslaved by examining and analyzing relevant and carefully chosen primary sources)
- **Interpersonal intelligence** (i.e., students will discuss their primary source analysis with their classmates, to see how others' interpretations affect their own)

- **Visual-spatial intelligence** (i.e., students will analyze visual images related to slavery as a way to learn what life was like for those enslaved)
- **Verbal-Linguistic intelligence** (i.e., students will analyze verbal-linguistic primary sources related to slavery as a way to learn what life was like for those enslaved; students may choose a verbal-linguistic processing assignment from among a host of options)
- **Logical-mathematical intelligence** (i.e., students may choose a logical-mathematical processing assignment from among a host of options)
- **Artistic intelligence** (i.e., students will analyze and interpret artistic images related to slavery as a way to learn what life was like for those enslaved; students may choose an artistic processing assignment from among a host of options)
- **Musical intelligence** (i.e., students may choose a musical processing assignment from among a host of options)