**Freedom vs. Equality**

**Fort Raleigh National Historic Site**

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| Photo permission… |

**Location:** In-classroom or Virtual

**Grade:** 8th

**Subject:** Social Studies

**Duration:** 2-3 60-minute classes

**Key Vocabulary:** slavery, freedom, equality, colony

**North Carolina State Standards:**

**8.H.3** Understand the factors that contribute to change and continuity in NC and the US.

**8.C&G.1.4** Analyze access to democratic rights and freedoms among various groups in NC and the US.

**8.G.1** Understand the geographic factors that influenced NC and the US.

**Objectives:** The student will be able to a) describe freedom vs equality, b) compare various groups access to freedom and equality, and c) understand the factors that contribute to change and community.

**Essential Question:** What factors influence freedom and equality?

**Method:** Students will research colonial standards of living to compare freedom and equality then create videos or slides to describe what they learned.

**Materials Needed:** Computers, links, comparison chart, and post questions

**Background:**

The outbreak of the Civil War did not initially affect the people living on Roanoke Island. Isolated physically by water from the mainland and psychologically away from the mainstream of Southern society, the Outer Bankers continued on with their lives in a large measure oblivious to what was tearing apart the rest of the country.

Initially, the Confederacy was able to have a number of its warships, blockade-runners, and privateers sally forth from the Outer Banks area. Vitally needed goods flowed into the Confederacy through the porous North Carolina coastline. Confederate forces also managed to capture several Union prizes before the strength of the Union Navy was brought to bear.

These actions led to the Battle of Roanoke Island and the subsequent Union occupation in 1862. Roanoke Island became a haven for black families from throughout the region fleeing slavery. Their presence prompted the Union army to establish a Freedmen's Colony on the northern end of Roanoke Island.

This colony, like others established by the Union army, gave the formerly enslaved their first tastes of independence and freedom. However, like other sites, it was short-lived and soon faded from the pages of history.

**Suggested Procedure**

1. **Warm up (10-15 min)**:
   1. What is *freedom*? What is *equality*?
      1. Have students define these terms in their own words then discuss with a partner or as a class.
   2. List five things that give you your freedom.
      1. Students should write this list down in a notebook to be referred to later in the lesson.
2. **Introduction (10 min):** Introduce colony (Background)
3. **Optional Extension: Ranger meeting (30 min):** Virtual classroom visit introducing Freedmen’s Colony on Roanoke Island. Visit https://www.nps.gov/fora
4. **Group Research (30-45 min):** Divide class into partners or groups of 3 and assign each group one standard of living. Each group will compare one standard of living for citizen/missionary, soldier, and colonist (use Group Research sheets).

|  |
| --- |
| Group 1-Housing |
| Group 2-Clothing |
| Group 3-Access to Education |
| Group 4-Job Options |
| Group 5-Food Available |
| Group 6-Transportation |
| Group 7-Wages/Income |
| Group 8-Freedom of Movement |
| Group 9-Religious Freedom |
| Group 10- Own Land/Property |
| Group 11- Entertainment |
| Group 12- Belongings/ Possessions |

1. **Slides/Videos (30-45 min):** Groups will create a 1-2 minute video or slide show to present their findings to the class (See Rubrics).
2. **Presentations (30-45 min):** Students fill out the chart as each group presents. (Use Comparison Chart)
3. **Post questions (20-30 min):** Students answer post questions independently. Discuss answers as a class.
4. **Alternate:** Each student could research, fill out the chart, and answer the questions independently then discuss as a class.

**Additional Resources**

**Websites:**

[http:/www.roanokefreedmenscolony.com/](http://www.roanokefreedmenscolony.com/)

<https://www.nps.gov/articles/the-freedmen-s-colony-on-roanoke-island.htm>

<https://www.nps.gov/articles/emancipation-and-the-quest-for-freedom.htm>

**Group Research**

Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_ Date\_\_\_\_\_\_\_

Standard of living: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Your group will research details about the standard of living you were assigned for each individual below. Fill out the information on this sheet, including websites. You will use this sheet to create a video or slide show to present to the class.

|  |
| --- |
| Citizen / Missionary: |
| Union Soldier: |
| Colonist: |
| Websites: |

**Rubric for Slides**

Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_ Date\_\_\_\_\_\_\_

Create a slide presentation with 5-7 slides that answers your prompt.

1. Title slide with names and period \_\_\_\_ / **10 points**

2. Sources/bibliography slide with at least 3 sources \_\_\_\_ / **10 points**

3. No grammar or spelling mistakes \_\_\_\_ / **10 points**

4. Include a related picture or diagram on each slide \_\_\_\_ / **20 points**

5. Use bullet points with 5-10 words on each slide (no paragraphs) \_\_\_\_ / **20 points**

6. 5-7 slides that clearly answer prompt question in detail \_\_\_\_ / **20 points**

7. Overall appearance (photos appropriate size, font easy to read, etc.) \_\_\_\_ / **10 points**

**Total \_\_\_\_\_\_\_\_\_ / 100 points**

**Rubric for Video**

Name(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_ Date\_\_\_\_\_\_\_

Create 1-2 minute video that answers your prompt.

1. Introduction with names, title of video and period \_\_\_\_ / **10 points**

2. Sources/bibliography page with at least 3 sources (turned in separately) \_\_\_\_ / **10 points**

3. Easy to understand (no mumbling, good sound quality) \_\_\_\_ / **10 points**

4. Appropriate length (1-2 minutes) \_\_\_\_ / **20 points**

5. Gives 5-10 details about topic \_\_\_\_ / **20 points**

6. Clearly answer prompt question in detail \_\_\_\_ / **20 points**

7. Overall \_\_\_\_ / **10 points**

**Total \_\_\_\_\_\_\_\_\_ / 100 points**

**Living Standard Comparison Chart**  Name

|  |  |  |  |
| --- | --- | --- | --- |
| Living Standard | Citizen/Missionary | Union Soldier | Colonist |
| Group 1  Housing |  |  |  |
| Group 2  Clothing |  |  |  |
| Group 3  Access to Education |  |  |  |
| Group 4  Job Options |  |  |  |
| Group 5  Food Available |  |  |  |
| Group 6  Transportation |  |  |  |
| Group 7  Wages/Income |  |  |  |
| Group 8  Freedom of Movement |  |  |  |
| Group 9  Ability to Practice Religion |  |  |  |
| Group 10  Own Land/Property |  |  |  |
| Group 11  Entertainment |  |  |  |
| Group 12  Belongings/ Possessions |  |  |  |

Post Questions

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_ Date\_\_\_\_\_\_\_

1. Explain the challenges presented to Roanoke Island for the movement of people, goods, and ideas to Roanoke Island.
2. From the chart, which were the top three indicators of equality during the civil war? Is it still the same today?
3. Do you consider the colonist to be free? Do you consider them treated equally? Explain.
4. Would you change your list of things that give you freedom? Explain.
5. Why is it important to study multiple perspectives?
6. Who has the responsibility to tell history from multiple perspectives?