**\*\*Park Name**

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| --- |
| Harpers Ferry National Historical Park, Booker Washington National Monument, Boston African American National Historic Site, Frederick Douglass National Historic Site, Harriet Tubman Underground Railroad National Monument |

**\*\*Lesson Plan Title (255 characters maximum)**

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| --- |
| Incident at Harpers Ferry: Slavery and John Brown |

**Original Lesson Hyperlink**

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| --- |
| <http://www.nps.gov/hafe/forteachers/classrooms/john-brown-lesson-1.htm> |

**Editor**

|  |
| --- |
| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| In this lesson, students will share their thoughts on slavery, and look at how our country dealt with this institution, consider how both pro-slavery elements and abolitionists looked at slavery and why, and learn a little about John Brown’s early life, and in particular, his activities out in Kansas in the years 1855 – 1857.  Students will then be able to answer the following essential questions:  What was slavery like in the ante-bellum United States? What was being done to appease both the pro-slavery and abolitionist elements in the country? How would you describe slavery? Do you think the country should have done more to restrict it in our country’s early days? Is it ever okay to use violence to bring about needed change? Has our country ever done that? What do you think of John Brown’s activities out in Kansas? |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_x\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| --- |
| **Select Grade Level: 6-8 Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

**\*\*State Standards:**

|  |
| --- |
| **Select State:**  West Virginia **Select Subject:** Social Studies **Select Grade Level: 8th**  **Check off State Standards:** SS.8.H.CL3.1 |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_\_x\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_x\_\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_x\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_x\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| --- |
| 40 minutes |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| John Brown was brought up in a strict Calvinist environment, in which he was taught that slavery was a sin. With a difficult personal life, including loss of his first wife and little success as a businessman, in 1855 Brown set out to do something about a practice he had always detested – slavery. What was the institution of slavery like in our country?  What did Brown do in Kansas? Is it ever okay to use violence to bring about needed change?  In the “Incident at Harpers Ferry: Slavery and John Brown” lesson, students will review how slavery developed in North America, and why the institution grew in the years leading up to the Civil War. They will then look at John Brown’s life, up to 1859, particularly the time he spent in Kansas in the mid-1850s.  This lesson is divided into two parts, each taking about 40 minutes to complete. Although a class doesn’t have to complete both parts, it is highly recommended, as the second builds off of the first. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| 1. Slavery: A condition of forced labor 2. Abolitionist: A person who wants to get rid of a practice or institution, especially slavery 3. Compromise of 1850: This is a set of five separate bills over the status of slavery in the new territories acquired during the Mexican-American War 4. Kansas-Nebraska Act of 1854: This is a law that divided the territory west of the states of Missouri and Iowa and the territory of Minnesota into two new territories, Kansas and Nebraska. 5. Dred Scott Decision, 1857: The Supreme Court case where a black slave sued for his freedom and was denied on the grounds that a slave was not a citizen and therefore could not sue in federal court. 6. Bleeding Kansas" – The period of violence that took place during the settling of Kansas Territory |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| * Reserve computers with internet access – At least one for every four students, preferably one for every pair * Make a copies: one copy of the “History Detective: Slavery in North America” per student and one copy of “John Brown: Just the Facts” per student. * Print off one copy of “Rounds” and cut up each statement into slips. * Decide whether or not to pre-plan mixed-ability groups |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. Write on the board the following statement: It is okay to use violence to bring about needed change. 2. Ask all students that agree with this statement to go to one side of the room and students that disagree with the statement to go to the other side. They may also stand in the middle based on how strongly they agree or disagree with the statement. 3. Ask students to share their reasons for their placement along the spectrum. 4. Ask students to take their seats. Then explain that today they will be learning about slavery in the United States and one man who tried to end slavery through violent means. By the end of class today, they will need to decide whether they think John Brown was justified in using violence to try and end slavery. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| Part One: Slavery Research   1. Divide the class into small groups of 4 students each, and if available, go to the computer lab (or make use of the computers in your classroom). If you have enough computers available, have each team use two computers, so that 2 students are using one computer. Each team can either work together as a whole team, or, even better, divide the questions between the two pairs. 2. Hand out the “History Detective: Slavery in North America” Research Questions. 3. Give the teams 5 minutes to determine their own research questions. 4. Then, give the teams 15 minutes to do some research and answer as many questions as they can. Some of the answers may be hard to determine, but encourage the students to do their best to answer all of the questions. 5. As a team, the two pairs within each team should then share their answers. Allow a few more minutes for this activity. 6. Once the teams have completed their research and discussion, return to the classroom to finish up the lesson. 7. Go over the questions in the classroom, and see what the teams came up with.  Ask the students what surprised them the most.   Part Two: Rounds   1. Explain to students that now that they’ve learned about the facts about slavery, it’s time to learn about the real people who were enslaved. 2. Ask for 7 – 9 volunteers, students who enjoy reading in front of the class, to come forward. Have them form a line facing the rest of the class and give each student one of the pieces from the “Rounds,” 3. Ask the students in front to read their pieces to themselves, to make sure they’re comfortable reading them. Help them with any words or pronunciation. 4. When all the students in front are ready, explain to everyone that they are about to hear excerpts from Southern newspapers from before the Civil War. Some of what they’ll hear is a bit strange, and some of the words they’ll hear are words we don’t use anymore. Tell the students that they’ll talk a bit about what they hear, then ask the first student up front in the line to read his/her piece. 5. Ask students to close their eyes as they listen to the excerpts and visualize what is being read. 6. Now explain to all that the students are going to hear these “voices” of the some 4 million slaves at the time of the Civil War in a different way. The student at the right end of the line will read his/her piece, and when he reaches the name on his piece, he will finish reading, and the person to his left will begin reading his/her piece. Thus there will be an overlap in the reading as this process continues right to the last person at the left of the line. 7. Ask the students to open their eyes. Students should write or draw whatever they were feeling on a piece of blank paper.   Part Three: John Brown   1. Now it’s time to consider John Brown, and his life up to 1859. Before doing this, however, ask the students if they have any questions based on what they’ve done so far, and perhaps also pose the question: Is it ever okay to use violence to bring about needed change? Or, before discussing Brown, ask the students what changes they would like to make in their world. What would they like to change about their community? Or their state? The country? The world? From that, lead them into a discussion of what John Brown wanted to change. 2. Give the students “John Brown: Just the Facts”. Ask the students to circle the three most important facts about John Brown. 3. Change the statement on the board to the following statement: John Brown was right to use violence to bring about the needed change to end slavery. 4. Ask all students that agree with this statement to go to one side of the room and students that disagree with the statement to go to the other side. They may also stand in the middle based on how strongly they agree or disagree with the statement. 5. Ask students to share their reasons for their placement along the spectrum. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
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| 1. Ask the students to create a product that shows or explains their beliefs on the statement: John Brown was right to use violence to bring about the needed change to end slavery. Students can write a paragraph, create a poster, write a song, write a poem, or create any product that shows or says at least four reasons why they think John Brown was or was not justified. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| --- |
| John Brown: Just the Facts |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| Information about John Brown for the students |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| Rounds |

**Summary (how does the material function in the lesson?):**

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| This will be cut up into separate slips of paper and handed out to volunteers to read in front of the class. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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| History Detective: Slavery in North America |

**Summary (how does the material function in the lesson?):**

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| This is a research document for teams to complete. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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|  |

**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| \*Planned mixed-ability groupings  \*Read out loud all documents as a class, prior to individual assignments |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| \*Continue research into John Brown |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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| --- |
| John Brown's Raid, National Park Service History Series, Harpers Ferry Historical Association, 2009  Midnight Rising, Tony Horwitz |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
| Eisenhower Years Unit:  Lesson 1: [Conflict and Its Resolution](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-1.htm), Lesson 2: [Causes of International Conflict](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-2.htm), Lesson 3: [Eisenhower and his Times](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-3.htm), Lesson 5: [How Would Eisenhower Have Handled It?](http://www.nps.gov/eise/forteachers/classrooms/conflict-lesson-5.htm) |