

Unit title: Immigration

Grade: Eight

Unit: Changes in the Social Structure Altered the American Scene

Vital Social Studies Issue for the Unit;

To what extent does economic conditions influence way immigrant were treated in America?

The Importance of this unit:

This unit serves to inform students as well as allow for discussions centered on the experience of people who came to America. This unit creates the opportunity for two objectives to occur. The first is that the students will learn about the reasons people came to America. They will be exposed to the premise for most individual's reasons for coming to the country. That is basic inalienable rights that they could exercise, freedom and the ideas the United States is know for claiming. Secondly, the students will learn about forced immigration. They will learn about the culture, lifestyle and ways Africans helped to shape the country.

What content preceded this unit and what will follow:

The content that should precede this unit is the Maturing of an Industrial Society in the Second Half of the 19th Century. This unit will prepare students to understand the need for immigrants and perhaps the labor they apathetically had to take for survival. In addition to this the unit facilitates the nexus between the working conditions of enslaved individuals from the south and north. The unit that should follow this unit is the progressive era. This unit is apropos to the immigrants experience both of European and African

descendants because it teaches the changes that were made for the benefit of both groups, thus showing the importance and relevance of the unit. Students will see that an insatiable economic pull influence the way certain individuals were treated. Ultimately, the students will expectantly see that this epoch lead to a change in the structure of the country.

Primary Sources/Material needed for the unit

<http://memory.loc.gov/a,,e,/collectives/voices/>

This web site will allow students to hear, listen or read narratives from enslaved individuals.

<http://scriptorium.lib.duke.edu/slavery/plantation.html>

This web site presents documents that educate on the type of work enslaved individuals had to perform.

The document plantation life is available through this site

<http://www.archives.gov/index.html>

this site will lead students to documents that reveal additional data and resources that creates a clear understanding of the magnitude of slavery in America. Documents such as; Marriage of Thomas Harris and Jane Harris 1866 Fugitive Slave Case: A slave named Stephen Pembroke and The Compromise of 1850.

<http://juneteenth.com/history.html>

This site is super because students will learn about the middle passage from it.

<Http://www.Slaveryinnewyork.org/gallery.2.htm>

The students can use this web site to gain more information of slavery in New York City. The web site also gives a vast insight onto the different types of occupations the enslaved held.

www.uen.org/utahlink/toursimage.cgi?imag

Students should use this web site to view photo of immigrants arriving in America during the 1800's.

DBQ's available through various teacher kits at www.tcmpub.com

- The immigration Experience
- Coming to America
- Push and pull of Immigration
- The flow of Immigration

Unit Objectives

The students will be able to research and describe the process that immigrants went through after arriving at Ellis Island

Students will construct a chart describing the process that Africans went through during the middle passage.

Students will be able to analyze the difference between the immigrant experience of Africans and Europeans.

Students will be able to synthesize reasons why the treatment of the different ethnic groups were so inhumane

Resource Guide Reference for the Lessons:

II Changes in the social structure altered the American scene

Summary of each lesson

Lesson one: The students will learn the push=pull effect. They will learn the factors that lead people to abandon their homeland in order to come to America. In this lesson the students will also learn what these ethnic groups added to the culture of America.

Lesson Two: The students will learn about the lifestyles/occupations of the immigrants that came to America.

Lesson Three: the students will learn about the middle passage.

Lesson Four: through narratives and photos the students will learn about the lifestyles/occupation of enslaved individuals' from the south

Lesson Five: Through narratives and photos the students will learn in this lesson about the lifestyles/occupations of enslaved individual

Lesson Six: the students will learn about the journey of Africans coming to America and the African Burial Ground

Lesson Seven: at the site students will interact with different exhibits in order to make connection with lessons studied prior to the visit

Lesson Eight: through other student's poems and narrations the class will gain knowledge of what their classmates experienced at the site. The students will address the units overall question

Methods of Assessment

Poems

Journal Entries

Essays

Interviews

Buffaloe.P
Social Studies Unit Project

pamphlets

Unit: Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent does religious persecution or famine contribute to an immigrant's decision to leave their country?

CONCEPT/CONTENT: Belief system, change, conflict, diversity, and scarcity

LESSON OBJECTIVE

Informational Knowledge:

- Students will identify issues that contribute to immigrants traveling to America
- Students will distinguish pull factors from push factors based on interviews of immigrants that came to America during the 1800's

Procedural Knowledge:

- Students will develop a conclusion of an immigrant experience which summarizes the push-pull effect by constructing a mock journal entry.
- Students will recognize the different conflicts that are possible as a result of the pull effect

Basic Skill Knowledge

- Students will present an oral presentation explaining the factors that lead to their family or another family living in America
- Students will listen while classmates are giving their oral presentation of factors that lead their family living in America and identify (if any) similarities shared between families

NCSS THEME: III People, Places, and Environments

Social studies programs should include experiences that provide for the study of people, places, and environment

Strand H. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national and global settings.

NYS Standards 2 world history

Strand 3. Study of the major social, political, cultural and religious development in world history involves learning about the important roles and contributions of individuals and groups.

Primary sources:

Photo # 1 Registry Hall in Ellis Island

Photo # 2 Mulberry Street in New York City

Handouts:

- Historical background
- The effect of an immigrant activity sheet

Assessment

Students will construct a foldable that displays the push factors and pull factors. The push factors are derived from a European country based on class readings and the pull factors should be derived from information derived from material read in class about America.

Unit Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent did new immigrant maintain their cultural and religious identity?

CONCEPT/CONTENT: Cultural Diversity, Places and Regions and Scarcity

LESSON OBJECTIVES

Informational Knowledge:

- The student will define *pogroms* and explain how it contributes to migration
- The student will describe traditional cultural and religious practices of a Jewish and Italian family

Procedural Knowledge:

- The student shall demonstrate through writing how culture and religion can fashion a part of an individuals identity
- The student shall explain reasons why the preservation of the new immigrates religion and cultural worked as a method of survival.

Basic Skill:

- The student will be able to listen to recordings of immigrates experience and take notes of interesting and important parts
- The student will be able to report their understanding of the experience of at least two immigrates migration story

Academic Dispositions:

- The student will understand that the key factor for the success of most immigrates in America was due to their maintenance of their identity and socialization of people with similar identity
- The students shall understand that their is a difference between integration and conformity

NCSS THEME: IV and I Individual Development and Identity/ Culture

STRAND C: Describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to identity.

NYS Standards: 1 History of the United States and New York

Key Idea: describe how massive immigration, forced migration, changing roles for women, and internal migration led to new social patterns and conflicts; and identify ideas of national unity that developed amidst growing cultural diversity.

Primary Sources: CD-ROM versions available through www.tcmpub.com

Copy of facsimile Naturalization Paper

United States Citizenship Oath of Allegiance

Historical background information

Student activity sheet

Assessment

- a) Student will construct a three-paragraph essays on what it means to be American
- b) Student will take material presented in their essay and make a chart comparing and contrasting elements such as religion, art, music, food, education, clothing, etc of the American culture to determine their ability or inability to overcome in a foreign country.
- c) Student will summarize what elements created the greatest difficulty in becoming successful in a foreign country

Unit Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent did Africans suffer during their transportation to America?

CONCEPT/CONTENT: change, movement of people and goods, human systems

LESSON OBJECTIVE

Informational Knowledge:

- Student will define the term *middle passage*
- Student will outline the route for the middle passage and explain the purpose of the route

Procedural Knowledge:

- Student will restate the purpose of the African Slave Trade/Middle Passage
- Student will investigate what the conditions of the middle passage passengers were exposed to
- Student will formulate the types of emotions, attitudes and dispositions of those on the ships that travel aboard the African Slave Trade Ships

Basic Skill Knowledge:

- Student will retell the experience of an enslaved individual and an overseer on one of the ships that traveled during the middle passage
- Student will gather additional information on enslaved individuals from narratives to learn more about the life of the individuals

Academic Dispositions:

- Student shall understand the impact the middle passage had on the enslaved individuals
- Student shall understand that the middle passage was a form of forced immigration

NCSS STANDARD: I, II and IX Culture/Time, Continuity, & Change/Global Connections

STRAND: [B]explain how information and experience may be interpreted by people from diverse cultural perspectives and frames of reference

NYS: Standard 3 Geography

KEY IDEA: Complete a geographic/historic study on their community or a region of New York State by focusing on the following questions: where is your community or region located? How did it get there? What is it like to live and work there? What are its physical characteristics?

Material:

Copy of Olaudah Equiano's Narrative Excerpt

Copy of historical background information on the middle passage

Copy of Conditions on an English Slaver and John Barbot Account

Activity Sheet: Reporting on the middle passage

Assessment

Students will work in groups of two to construct a realistic fictional mock interview of an enslaved individual on a slave trade ship. The questions asked should reveal a profuse amount of knowledge the slave trade. For example: In their interview the student may state “It was reported that there were enslaved individuals that died during the trade.” They could follow this statement by asking; How were you affected by the presence of decease individuals on the ship? Did you receive food? If so, how much and when? Were you able to talk with the other enslaved individuals on the ship? How long were you on the ship? Etc.

The answers that the students will give should corroborate with the reading material given out. The student responses should reflect at least seven to ten historical facts found in the readings. Ultimately the students will take this information and use it construct a one paragraph response to the question; to what extent did Africans suffer during their transportation to America?

Unit: Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent were the working conditions of the enslaved individuals on plantations difficult?

CONCEPT/CONTENT: Needs and wants, culture

LESSON OBJECTIVES:

Informational Knowledge:

- Students will list the different occupations enslaved individuals on southern plantations performed
- Students will define wants and needs of the enslaved and the slave owners

Procedural Knowledge:

- Student can describe a typical day on a southern plantation for an enslaved individual
- Student shall demonstrate through discussion and writing how the needs and wants factors of the south contributed to the work performance of an enslaved individual

Basic Skill Knowledge:

- Students will write a paragraph that states some of the difficulties enslaved individuals experienced on a plantation
- Students will develop and chart of work responsibilities assigned to an enslaved individual

Academic Disposition:

- Students shall understand the different occupations enslaved individuals on plantations performed

- Students shall understand how economic simulation contributed to the effects of wants and need

NCSS THEME: I Culture

STRAND A : compare similarities and difference in the ways groups, societies, and culture meet human needs and concerns

NYS Standard 4 Economics

Strand 1

Primary sources

Copy of historical Background sheet explain the plantation life

Copy of photo Life as a Slave.

ASSESSMENT:

Students will look at photo of enslaved individual being beaten by a slave owner. They will answer the following questions to be handed in.

- Who is the person in control in this picture? Why is this person in control?
- What is the enslaved individual thinking? Write his possible thoughts and feelings? Are they justified feelings?
- What is the slave owner possibly thinking? Do you think he wants to beat this enslaved individual? Why or why not?
- Formulate some of the possible reasons the slave owner could have for beating this individual.
- Predict what the enslaved individual will do after he is finished being beat.

Extension Question

If you were in the audience watching the public beating, what solution could you offer to dissuade owners from abusing enslaved individuals? List one solution and explain why this solution would be beneficial to all involved in.

Unit: Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent were the working conditions of the enslaved individuals in city challenging?

CONCEPT: Major concept: Movement of people and goods, places and regions

Minor concepts: Human systems, scarcity

Informational Knowledge:

- Students will list the different occupations enslaved individuals in the city performed
- Students will define wants and needs of the enslaved and slave owners in the city.

Procedural Knowledge:

- Student can describe a typical day in New York City for an enslaved individual
- Student shall demonstrate through discussion and writing how the needs and wants factors contributed to the work performance of an enslaved individual

Basic Skill Knowledge:

- Students will write a paragraph that states some of the difficulties enslaved individuals experienced in the city
- Students will develop and chart of work responsibilities assigned to an enslaved individual

Academic Disposition:

- Students shall understand the different occupations enslaved individuals in the city performed
- Students shall understand how economic simulation contributed to the effects of wants and needs of society

NCSS THEME: I and VII Culture/Production, Distribution, and Consumption

STRAND A: compare similarities and difference in the ways groups, societies, and culture meet human needs and concerns

NYS Standard 4 Economics

Strand 1

Material:

Access to internet.

http://www.slaveryinnewyork.org/gallery_1.htm

http://www.slaveryinnewyork.org/gallery_2.htm

http://www.slaveryinnewyork.org/gallery_4.htm

http://www.slaveryinnewyork.org/gallery_8.htm

<http://projects.ilt.columbia.edu/Seneca/AfAMNYC/03bAfAmNYC.html>

<http://www.inmotionaame.org/migrations/index.cfm>

ASSESSMENT:

Students will use a vend diagram to map out the differences and similarities between slavery in the north versus the south.

Students will write a three paragraph essay based on the information provided by the documentaries in each gallery explaining why the jobs and task of the slaves in the north differ from that of slaves in the south.

(Pre-trip) Unit Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent does a primary and secondary source reveal historical truths?

Grade Level: Eighth Grade

Time Allotted: one forty-five minute class (one full period)

Rationale: This lesson is of great importance because it serves to facilitate the on site learning experience at the National African Burial Ground. This lesson ultimately serves to prepare the students for the activities at the site.

Big Idea: Students can understand the different aspects of the forced immigration experience of enslaved individuals. This will help the students to understand the historical importance of the African Burial Ground.

Concepts: Major Concept: Culture, Economics. Movement of people and goods

Minor Concept: Human Systems, identity

OBJECTIVES:

Cognitive/Informational Knowledge:

- ⇒ Students will list the route of the African Slave trade
- ⇒ Students will locate on given maps the route of the African Slave trade
- ⇒ Students will find at least three different countries that were affected by the African Slave Trade.
- ⇒ Students will describe/tell the languages that at least three out of the twenty-four countries that were affected by the African Slave Trade spoke.

Process/Procedural Knowledge:

- ⇒ Students shall be able to evaluate data by differentiating fact from opinion.
- ⇒ Students shall be able to identify value-laden words
- ⇒ Students shall be able to make generalization from data by applying previously learned concepts generalizations to the data or situation.
- ⇒ Students shall be able to draw inferences from data by: identifying relationships among different aspects of the African Burial Ground.

Basic Skill Knowledge:

- ⇒ Students shall be able to write in an expository manner by thinking logically
- ⇒ Students shall be able to speak in an effective way to convey their point of view.
- ⇒ Students shall be able to recognize non-verbal means of communication displayed by the Africans traveling on the slave trade ships.

Affective Knowledge/Academic Disposition:

- ⇒ Students shall be able to participate in group discussion by sharing constructive ideas and questions.
- ⇒ Students shall be able to assume responsibility for carrying out tasks such as listening to other group members, following guidelines and rules of the National Park Service and learning new material.

NCSS:

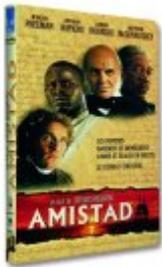
Global Connections IX: Social Studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can:

(F) Demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights.

New York Standard: 2 World History

Strand 2:

Materials:



DVD Amistad 1997 Director Steven Spielberg

- Hand-out Worksheet: Non-Verbal Movie Worksheet
- Hand-out reading: Letter from a Slave Ship (primary source) by Brenda B.Covert EdHelper.com
- Hand-out reading: The importance of National Parks (H.W) by Brenda B.Covert EdHleper.com
- Blank Map of Africa www.
- Photocopy of the New Ring Shout provided by the NPS

Instructional Procedures:

Motivation:

Play the opening scene to the movie Amistad. Explain to the students that the opening scene is very powerful and that it sets the tone for the whole movie. Inform the student that you not turn on the volume. Instead you are requiring the students to infer and make conclusion as to what the opening scene of the movie is setting the tone of. Encourage the students to watch the entire movie at home. Explain to the students that it is a fine example of realistic fiction.

- A. Hand-out Non-Verbal Movie Worksheet.
- B. After the scene ends with the lead actor leading a revolt on the ship Amistad pause the movie so that the students can work on their worksheet. This worksheet will facilitate discussion in the classroom. The scene is seven to eight minutes long.

Instructions:

- A. After the class has watched the opening scene of Amistad. Place the class into groups of four (five is the most if there is an odd number of students in the class). Instruct one student to keep the group on task.
- B. Direct the students to answer all question on the worksheet as a group.
- C. Inform the student that their answers should have depth to them. Their answers should go beneath the obvious. The students will have exactly ten minutes to complete the exercise.
- D. Allow three to five minutes of sharing their responses to the questions. Encourage other student that may differ with that view to express why.
- E. Due to the intensity of that opening scene it will create concerns as well as questions about the kinds of people that would want to take and chain down individuals on a ship. Allow and respond to the question that may arise. Some of those questions that may arise are: Why was it so dark in the ship? What was going to happen to those people? Why did they have to be chain up like that? Why were so many of them on one ship? Didn't anyone feel bad about what they were doing to those Africans? Hopefully one student will ask the last question. Use that question to help you to segue into the next portion of your lesson. If there are no students that ask that question or one that is similar to it, then ask the students; Do you think that all people felt the same way about the middle passage? Allow for students to give responses. Tell the students "let's find out."

F. Hand-out reading material *Letter from a Slave Ship*

Pre-reading: Ask the following questions so that the students can get the gist of what reading is about. What are some action that describe or would classify someone as being superior? What are some action that would classify an individual as being inferior? Who gets to make this decision? What actions are needed to prevent the ongoing unethical treatment of individuals?

After you have asked these questions tell the students in the letter that you will read a young sailor by the name of Joseph Philips makes these assessments, it leads him to a final conclusion about his life. Based on that decision using one word how would you classify him?

Reading: Have the students read along with you as you read the material. Please note that the letter can be lifeless if you chose to read it in that manner or fail to read it once through for yourself prior to the class. *Therefore it is of great importance that you read the letter with emphasis on certain parts.* This will model proper reading skills as well as bring life to the reading thus creating a vivid picture for the students of one sailors experience on a slave ship. It is important to remind the students of the opening scene of Amistad is taken from the point of view of slaves owners that were pro-slavery.

Post Reading: After you finished reading the letter explain to the students that the letter is authentic. Ask the students; if the letter is authentic then is it a primary sources of a secondary? What kind of person was Joseph Philips? What part of the letter lead you to this conclusion? Do you think his decision was an easy one to come to why or why not? Formulate what his reasons for writing to his mother instead of his father about his decision were? Predict what some of the possible ramifications of his decision would lead to. How would you categorize Captain Clarkson? Explain your reasons for this categorization of Captain Clarkson. During this section of the class work encourage and allow for students to express and share their questions about the middle passage and other question that may arise.

Conclusion of Lesson:

This is of great importance because it will help to pre-prepare the students for the African Burial Ground trip of the following day as well as clear up any misconception the students may have.

Towards the end of the question and answer portion of your reading *Letter from a Slave Ship* ask the students to work in their groups of four to review, explain, interpret and describe the New Ring Shout. Explain to the students that they will see this art at the African Burial Ground on the following day. While the students are doing this activity ask them to think about the possible reasons the artist listed the names of twenty-four African nations and what if any connections can be made from that to gives us insight into the experience of the middle passage?

1. Ask the students to review the New Ring Shout
2. Ask the students to explain in two to three sentence what they believe thy are looking at
3. Ask the students to share their interpretation of the New Ring Shout
4. Ask the student to describe the New Ring Shout

Again, after the students share their answers ask the students if anyone made a connection from the twenty-four African nations listed in the New Ring Shout and the middle passage?

Most students should respond by saying “those were the countries that the slaves came from.” Or “those are the countries that were in close proximity to the sea and the

Europeans targeted them because of that.” It is important that the students come close as possible to stating the idea that the artist chose those nations to be included in the ring because they were affected by the slave trade.

After the students have given their responses tell the students “Those twenty-four nations are the countries where slaves that came to America came from.”

Homework:

To further prepare students for their trip to the African Burial Ground give the hand-out The Importance of National Parks By Brenda B. Covert and question sheet.

- I. Students must read the hand-out
- II. Students must answer all the questions on the question sheet. (see attached rubric for homework grade)

Extension Question: Ask to students to use the opening scene from Amistad, the letter from Joseph Philips, and prior knowledge about the middle passage to determine if there is consistency in those sources. In other words, do these sources reveal historical truths?

Extra Credit:

Have students identify and list on the blank map of Africa the countries that were affected by the African slave trade.

Students will need to go on line to find exactly where some of the countries are located.

(Trip Lesson) Unit Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent does the African Burial Ground reveal a picture of the overall aspects of New York City enslaved population?

Grade Level: Eighth Grade

Time Allotted: Ninety minutes to two hours.

Rationale: The trip to the African Burial Ground will help student not only to understand the history of Africans coming to America, it will also help them to see why they were needed in terms of the economic development of the country at that specific time. In addition to this the African Burial Ground will create concrete difference between the immigration process of Africans and Europeans as well as occupations of city slave and southern slaves.

Big Idea: Students will have greater insight on the experiences of individuals who came to America by forced immigration.

Concepts: *major concepts:* Environment and society, Economic Systems

Minor concepts: Empathy, Human Rights,

Objectives:

Informational Knowledge:

- ✓ Students will know where the African Burial Ground is located and that it is part of the National Parks Service.
- ✓ Students will be able to name at least two of the monuments and explain it's importance.
- ✓ Students will be able to identify and explain the meaning of at least five of the symbols located in different areas of the National Park grounds
- ✓ Students learn that enslaved individuals where not solely allocated to the southern states.

Procedural Knowledge:

- ✓ Students shall be able to covert information from the New Ring Shout about the countries that were affected by the slave trade into chronological order and identify the languages of those countries.
- ✓ Students shall be able to make comparisons about the information presented at the site to prior social studies knowledge acquired .
- ✓ Students shall be able to synthesize different points of interest at the African Burial Ground to re-write /create a student friendly leaflet/pamphlet of recommend points of interest.
- ✓ Students shall be able to explains the significances of the National Parks Service African Burial Ground

Basic Skill Knowledge:

- ✓ Students shall be able to predict the kind of lifestyles of the individuals whose remains were found at the African Burial Ground lead.
- ✓ Students shall be able to weigh conflicting “historical” facts with primary sources existing at the burial ground.
- ✓ Students shall be able to amend generalization in the light of new data/evidence

NCSS Theme: V and VI Individuals, Groups, and Institutions/Power, Authority, and Governance.

(B) Analyze groups and institutional influences on people, events, and elements of culture.

New York Standard: Standard 2 World History

Strand 3: Study of the major social, political, cultural, and religious development in world history involves learning about the important roles and contributions of individuals and groups.

Motivation

Prior to students loading the bus for their trip, show the students the opening scene to *Amistad* again. Ask the students to consider their answers to the question *what message did the director of the film want to convey to his audience with the opening scene?* Hopefully most students will say:

“He wanted the audience to see how terribly desperate the people were to get off the ship.”

“He wanted the audience to see how inhumane the slave trade process was.”

“He wanted the audience to see that the immigration experience was clearly unbalanced for certain ethnic groups.”

Following those statements inform the students the first exhibit they will explore at the site will be the Ancestral Chamber. Explain to the students the same objectives Steven Spielberg wanted his audience to experience in that opening scene of his movie, they will have the opportunity to experience today.

Procedure:

Part A

To ensure that the students use the African Burial Ground as an extension to their lesson, ask the students to take with them a small note book. In this notebook ask the students to create a page for each of the following points of interest they will explore at the site.

*Please note there are other points of interest the students can view. However, these three are mandatory.

The New Ring Shout. The Ancestral Chamber. The Memorial Wall

On each page ask the students to write the following and answer as they view the exhibit:

- 1) Title of the exhibit

- 2) Is there any symbolic meaning to the exhibit? If so explain it.
- 3) Are there any historical facts that you can use that supports the exhibits validity? List and explain them.
- 4) List the possible reasons the National Parks Service felt the need to present this exhibit.
- 5) What did they
- 6) What did they (NPS) want the viewer/audience to feel, think, experience, and learn from this exhibit?
- 7) In terms of historical relevance how relevant is this exhibit? On a scale of one to ten, ten being the highest what rating would you give it? Explain why.
- 8) What does this burial ground reveal about the Africans that are bury here?

Part B Teacher's Role:

1. Make sure the students are focused on their task.
2. Remind students to listen to the park rangers and take good notes that are readable and relevant.
3. Help students with possible question or misconception they may have. When possible try to direct them to ask their questions to the park ranger.
4. When observing the students notes, if their answers are too rudimentary ask them to go beyond the obvious.
5. Ask students to think as they observe "what was the motivating factors that lead to treatment of Africans?" as you walk from different points of interest.
6. Make sure students are staying with the park ranger that they are assigned to.

PART C Teacher and Student activity:

*This part of the field lesson will work especially well if the trip is on a very humid or hot day.

Before the students board the bus to go back to the school, have all of the students meet you in the ancestral Chamber. As the students assemble themselves in the chamber ask the students general question about their experience and impression of the grounds. For example; Did you enjoy the trip? Do you feel it was worth your time? How much more knowledgeable do you feel now, than before coming to the burial ground?

As students continue to answer and perhaps ask questions, observe if the other students are becoming restless. If the students are becoming restless, ask them what is brothing them? Do not allow them to leave the Ancestral Chamber.

You may hear comments like; it's too hot in here or there is no room for all of us. Maybe someone might say; I can't take it in there, its too dark. Or I'm tired of standing; we have been standing and walking around all day!

Upon hearing comments like those remind the students to think about the structure that they are in. The Ancestral Chamber is built like the head of a ship. When it is very hot and humid outside and the chamber is filled, it would appear that a transformation takes place. Figuratively speaking ,the ancestral chamber transforms into the head of a slave ship.

Help the students to understand the option that they have to walk out of the chamber was not and option the Africans had on the slave ship during the slave trade.

Remind them that the opening at the top of the chamber which is at least six to seven feet above them was the only way fresh air came into the bottom of the ship as well as food that was tossed down to them. Remind the students that the opening of the ship did not remain open all day.

Ask the students to think about what they would do if they had to remain in this situation for two to three months at sea. Ask them: how would they bath themselves? What would you do if you had to go to the bathroom? What would you do if you were sea sick? Give the students some time to print those questions into their notebooks.

Finally, ask the students to time how long they can bear standing in the ancestral chamber. Tell them when they feel they have taken as much as they can log it into their notebook and exit the chamber. Final question to ask the students: ***why did***

slave ship owners pack so many slaves into a ship at one time? Remind the students the sea was open to all to sail. There was no law prohibiting captains from sailing back and forth as much as they wanted. Repeat the question. Ask the students to think about the push pull factors. Ask them to think about the condition of the country at that time. Repeat the question and ask the students to write down their thoughts on the question.

(Post Visit) Unit Issue: To what extent does economic conditions influence the way immigrants were treated in American?

ESSENTIAL QUESTION: To what extent does the African Burial Ground reveal a picture of the overall aspects of New York City enslaved population?

Grade Level: Eighth Grade

Time Allotted: Forty-five minutes

Rationale:

This lesson is important because it allows for the students to share their interpretations and conclusions about the whole immigration unit. It also prepares them for the following unit. The unit that should follow this unit is the progressive era. The progressive era was a period of time that established moral change throughout the country.

Big Idea: The unethical treatment of Africans was partial influenced by an insatiable economic pull.

Concepts: Major concepts: human rights

Minor concepts: decision making, empathy

Objectives

Informative Knowledge:

- ⇒ Students shall be able to describe their interpretations of the exhibits at the African Burial Ground
- ⇒ Students shall be able to indentify new terms learned at the site
- ⇒ Students shall be able to explain in their own words points of interest at the site
- ⇒ Students shall be able to paraphrase some of the material they learned from the park ranger.

Procedural Knowledge:

- ⇒ Students shall be able to write a poem in the form of a diamante about their experience at the African Burial Ground
- ⇒ Students shall be able to interview each other on their experience at the African burial ground
- ⇒ Students will be able to construct a student friendly pamphlet about the various points of interest at the African Burial Ground.

Basic Skills Knowledge:

- ⇒ Students will be able to use the pamphlets provided at the site in order to construct one that is student friendly.
- ⇒ Students will be able to simplify and categorize their thoughts to create a poem
- ⇒ Students will be able to discuss the importance of the African burial ground with their peers.
- ⇒ Students will be able to listen and take notes from their classmates.

Affective Knowledge/Academic Disposition

- ⇒ Students will understand that insatiable economic pull fueled the slave trade
- ⇒ Students will understand that insatiable economic pull fueled the need for European immigrant workers
- ⇒ Students will understand that the American population was built on either forced immigration or immigration.
- ⇒ Students will understand that a large portion of the work force in America was from immigrants that came to America wanting to explore greater possibilities or African that were forced into slave labor.

NCSS: VIII Science, Technology, and Society

NCSS Related Theme: X

(D) explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television.

New York Standard: 1 history of the United States and New York

Strand 1

Materials:

- Handout of format of a Diamante
- Handout of format for making a pamphlet through Microsoft word
- Access to computer
- Paper/pencils/pens

Instructional Procedures:

Motivation:

Read and hand out copies to students the following diamante that is based the legacy of the enslaved individuals at the African Burial Ground.

Enslavement

Limitations, hardship

Working, working, working,

Chained and shackled, free and liberated

Living, searching, believing

Humanity, respect

African American

Part A

Ask the students to interpret the meaning of the poem. After the students give their responses ask them to describe the style of the poem. Ask them is it a...

Bio: A poem written about one self's life, personality traits, and ambitions.

Burlesque: Poetry that treats a serious subject as humor.

Haiku: A Japanese poem composed of three unrhymed lines of five, seven, and five syllables, usually about some form of nature.

Diamante: A diamante, a poem that gets its name from its diamond shape, it expresses sharp contrast between two opposite theme in a total of seven lines.

Most students will say that it is the latter. Explain to the class that poetry can be more revealing than a journal entry or essay, therefore, we will write a diamante centered on one of the three topics.

Middle Passage

European immigration experience

African immigration experience

- Hand-out the guidelines for constructing a diamante.

Part B and C

Students will work in pairs asking each other questions about their experience at the African Burial Ground.*Students should use the notes they took at the site to help maintain authenticity of their answers. After students have interviewed each other they will use the information gather from the interview

and their personal notes to help in the organizing and construction of new pamphlets that are students created and student friendly.

- Show Microsoft word presentation for making a pamphlet.

Homework

Ask student to answer the question: **To what extent does economic conditions influence the way immigrants were treated in American?**

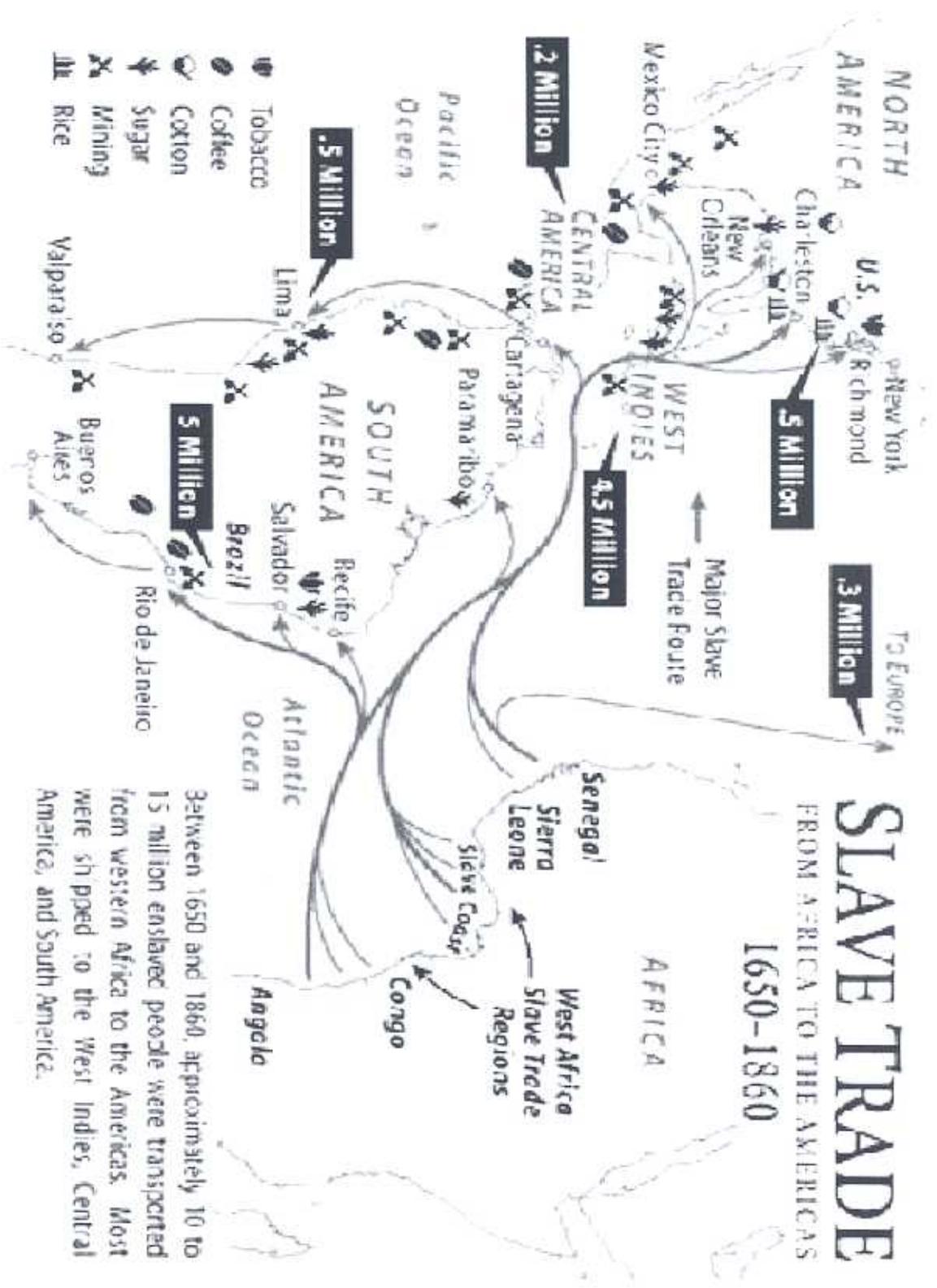
- The student's answers must be written in the form of an argumentative essay.
- Hand out the guidelines for writing an argumentative essay.

Assignment to be collected the following day.

Non-verbal Movie Worksheet

Directions: after watching the opening scene of Amistad, please complete this worksheet. Please give examples of parts of the opening scene to support your answers.

1. What is the setting of the movie?
2. What is the main character of the film trying to do? Why?
3. What period of time is this event taking place?
4. Predict what the balance of the movie will be about base on this opening scene.
5. Describe the setting? How does it make you feel watching it?
6. Describe in detail the central message(s) of this opening scene.
7. In what ways do you think the filmmakers wanted the audience to respond to that opening scene?



Between 1650 and 1860, approximately 10 to 15 million enslaved people were transported from western Africa to the Americas. Most were shipped to the West Indies, Central America, and South America.

Letter from a Slave Ship

By Brenda B. Covert

¹ Dearest Mother,

² I trust that you are well, along with my father and brothers. In my mind I see your flower garden in full bloom, tended by gentle hands. As for me, my lifelong yearning for a life at sea has evaporated, and feelings of homesickness startle me in their intensity. Once we arrive in North America, I will post this letter to you. I shan't be returning to the sea for a while, so my return home will be postponed for a while. Yes, I will be returning home rather than continue as a sailor on a slave ship. After I share my experiences with you, I am certain that you will understand my need to escape the memories of life at sea and my reluctance to resume on a passage so soon after reaching land.

³ Captain Clarkson seemed like a decent man for whom to work. When Father led me down to his ship to become a part with his crew, I felt I had come face to face with my destiny. A thrill coursed through my veins. That it was a slave ship did not unduly concern me. You know Father's beliefs concerning Africans. I accepted those beliefs just as I accepted my employment.

⁴ Things went well until we dropped anchor off the coast of Africa. We were near one of the forts where the slaves were kept waiting for us. Mother, they shackled those people as if they were dangerous criminals! I do not know what I expected, but it was not that. The leg of one slave would be shackled to the leg of another, and their necks were shackled in groups of four. Their faces were filled with dread, fear, shock, and despair. How could any man accuse those people of being less human than we are ourselves?

⁵ I am almost afraid to tell you how the slaves were kept on the ship during the Middle Passage. A woman ought not be aware that such horror exists in this world. And yet, I cannot contain these memories, I must release them through the ink and commit them to paper. Please forgive me, Mother dear, if my words cause you discomfort.

⁶ The captain keeps the captives chained to platforms in the hold below the deck. It is a vile, stinking place, not fit for beast, much less a man. Yet we keep 200 dark-skinned men in there. They are given the most meager of meals, not enough to give them strength, barely enough to sustain them. They pant for water. They complain of the heat. Some faint from thirst and heat. Some faint from the horrible fumes. Occasionally one dies, and we must throw his body overboard for a burial at sea. In good weather we take the slaves on deck for exercise. While they are out of the hold, someone is sent to clean it. On several occasions I have done it. The stench is enough to make one vomit. A farmer would not allow his cows to live in such filth. I cannot sleep without hearing the moans and cries coming from the hold.

⁷ I spoke of my disgust to George, my trusted friend. He said that Captain Clarkson takes much better care of slaves now than he did in the past. George said the captain used to pack slaves so tightly into the hold that nearly half of them succumbed to disease and death. On one occasion, a heavy squall tossed the ship. The slaves were thrown on top of each other. A number of them were crushed or smothered to death before the crew could set them on their feet again. Captain Clarkson had been quite beside himself because of the loss of income those deaths represented. Therefore, in order to assure that more slaves survived, Captain Clarkson began to give them what he considered enough room to breathe, decent food, and

exercise in the open air. He has their sleeping quarters scraped and swabbed to reduce the spread of disease. He does not do these things out of compassion, but because he can't sell a dead slave. The more money he receives, the happier the captain will be.

⁸ Mother, how can any human being set themselves above any other human being? How can anyone say that because of the African's dark skin and religion, he deserves captivity and enslavement? Do such men truly believe that their barbaric and cruel treatment of captives is justified? Can they really view themselves as superior?

⁹ When I finally set foot on land and leave this ship behind, I wonder whether I will be able to sleep without hearing the sorrowful cries and groans of the suffering souls that I helped carry away from their homeland and into slavery. I fear that the things I have seen and heard on this trip will haunt me all of my days.

¹⁰ I long to see your face and the gentle love that shines in your eyes. I hope my leaving employment on the slave ship will not disappoint you, although Father may object.

¹¹ I remain your loving son,

¹² Joseph Phillips

Rubric for Homework Questions

Exceeds the standards	 All answers are correct. The student read and understood the material
Meets the standards	 Seven out of eight questions are correct. General comprehension of the material is visible.
Approaches the standards	 Five/Six out of eight questions are correct. Basic comprehension of material is visible.
Below the standards	 Four out of eight questions are correct. Comprehension of material is not attained.
Incomplete	 Please see me after class

The Importance of National Parks

By Brenda B. Covert

¹ Yellowstone. Yosemite. The Great Smoky Mountains. What springs to mind? Most likely, you think of hiking trails. These national parks offer hiking, camping, boating, and other fun outdoor activities. If you're lucky, you may see wild animals roaming freely! The USA isn't the only country to create national parks. Other countries, including Canada, the Bahamas, Kenya, and South Korea, have set up national parks as well. Many people enjoy visiting these parks. National parks exist for the sake of tourism--right?



Yellowstone

² Believe it or not, fun wasn't the motivating factor in creating our first national park! The idea for a national park may have come from an American artist in the nineteenth century. George Catlin was very interested in the West and the Native Americans who lived there. He worried about the changes that were heading their way. In 1832 he wrote of his hope that the land could be preserved "by some great protecting policy of government . . . in a magnificent park . . . A nation's park, containing man and beast, in all the wild and freshness of their nature's beauty!" He and others like him drew attention to the importance of conserving land. The idea was to protect a portion of the wilderness and wildlife so that "progress" couldn't destroy it later.

³ In 1864, Abraham Lincoln signed the Yosemite Grant, which gave Yosemite Valley to California. It was to be preserved as a state park! Then in 1890, the U.S. Congress set aside land to be known as Yosemite National Park. In 1906, Yosemite Valley was ceded from California and added to Yosemite National Park. During the time between Lincoln's grant and the establishment of Yosemite National Park, another national park was born. Ulysses S. Grant signed the act that established Yellowstone National Park in 1872. Located in Montana, Yellowstone won the distinction of being the USA's first national park!

⁴ Our nation continued to set up national parks, but order was lacking. To solve that problem, President Woodrow Wilson signed the act that created the National Park Service (NPS). On August 25, 1916, the NPS was given responsibility for protecting all forty national parks and monuments. Our national park system continued to grow! In 1933, the NPS added sixty-three national monuments and military sites that had been under the protection of the Forest Service and the War Department.

⁵ How many national parks do you suppose there are today? How many acres of land do you think make up our national parks? Guess how many of our states are home to at least one national park. The answers may surprise you. There are 384 different areas protected by NPS! Those areas cover more than 83 million acres! Those acres are found in forty-nine of our fifty states (Delaware has none), in addition to these areas: the District of Columbia, Guam, Puerto Rico, Saipan, American Samoa, and the Virgin Islands. Technically, only fifty-seven of the 384 fall in the "national park" category. The other areas that NPS protects include educational spots like national historic sites, military parks, and battlefields. Also included are scenic areas of natural beauty such as seashores and lakeshores. All have a place of importance in our national park system. However, the most popular parks are the ones that offer great scenery and fun things to do.

⁶ Our national parks serve a number of uses. Dr. Brian Scholtens, a biology professor, compares national parks to museums. "They are like living museums of what is here and what has been here since even before European settlers came." Our parks preserve the natural beauty of our land and water. They give wildlife a safe place to live. They preserve cultural and natural resources while giving students of all ages learning opportunities. Some parks have historical value. Others have cultural, scientific, or scenic value. Finally, they make great vacation destinations! Tourists love to visit national parks!

⁷ With nearly 400 parks in existence, anyone can find a U.S. national park that appeals to his or her interests. We've come a long way since that first land grant. We've seen the need to preserve portions of America for future generations. Hopefully, we've learned to take care of our natural resources. As any park ranger will tell you, visitors should take only memories (photos are also okay) and leave only footprints. Our national parks maintain their value only as long as they are maintained with care.

Name _____

Date _____

The Importance of National Parks

<p>1. National parks are:</p> <ul style="list-style-type: none"><input type="radio"/> A Created to attract tourists<input type="radio"/> B Protected by the government<input type="radio"/> C Found only in the USA<input type="radio"/> D Designed to encourage hunting	<p>2. Which one of these did not appeal to George Catlin?</p> <ul style="list-style-type: none"><input type="radio"/> A Sketching and painting<input type="radio"/> B Native Americans<input type="radio"/> C Logging<input type="radio"/> D The western frontier
<p>3. Which American president gets the credit for setting up the first national park?</p> <ul style="list-style-type: none"><input type="radio"/> A George Catlin<input type="radio"/> B Woodrow Wilson<input type="radio"/> C Ulysses S. Grant<input type="radio"/> D Abraham Lincoln	<p>4. _____ was America's first national park.</p> <ul style="list-style-type: none"><input type="radio"/> A Shenandoah<input type="radio"/> B Yosemite<input type="radio"/> C Great Smoky Mountains<input type="radio"/> D Yellowstone
<p>5. The National Park Service (NPS) was created to:</p> <ul style="list-style-type: none"><input type="radio"/> A Locate prime tourist spots<input type="radio"/> B Design better ads to draw in more visitors<input type="radio"/> C Protect all parks in America<input type="radio"/> D Protect national parks and monuments	<p>6. How many acres of land make up our national parks?</p> <ul style="list-style-type: none"><input type="radio"/> A 57 million<input type="radio"/> B 83 million<input type="radio"/> C 2 thousand<input type="radio"/> D 384 thousand
<p>7. National parks are like _____.</p> <ul style="list-style-type: none"><input type="radio"/> A Museums<input type="radio"/> B Libraries<input type="radio"/> C Seashores<input type="radio"/> D Battlefields	<p>8. Delaware Water Gap is a national park. We assume from information in the article that it is not:</p> <ul style="list-style-type: none"><input type="radio"/> A In Pennsylvania<input type="radio"/> B In Delaware<input type="radio"/> C A real park<input type="radio"/> D Important

How to make a good pamphlet/brochure

Information

Make sure it is:

- Correct
- Relevant (could include hours of work... pictures)

Front Cover

- Have a catchy title
- Use suitable colors
- Attract people's attention

How it is written

- Make sure it makes sense
- Use correct spelling and punctuation
- Make it neat

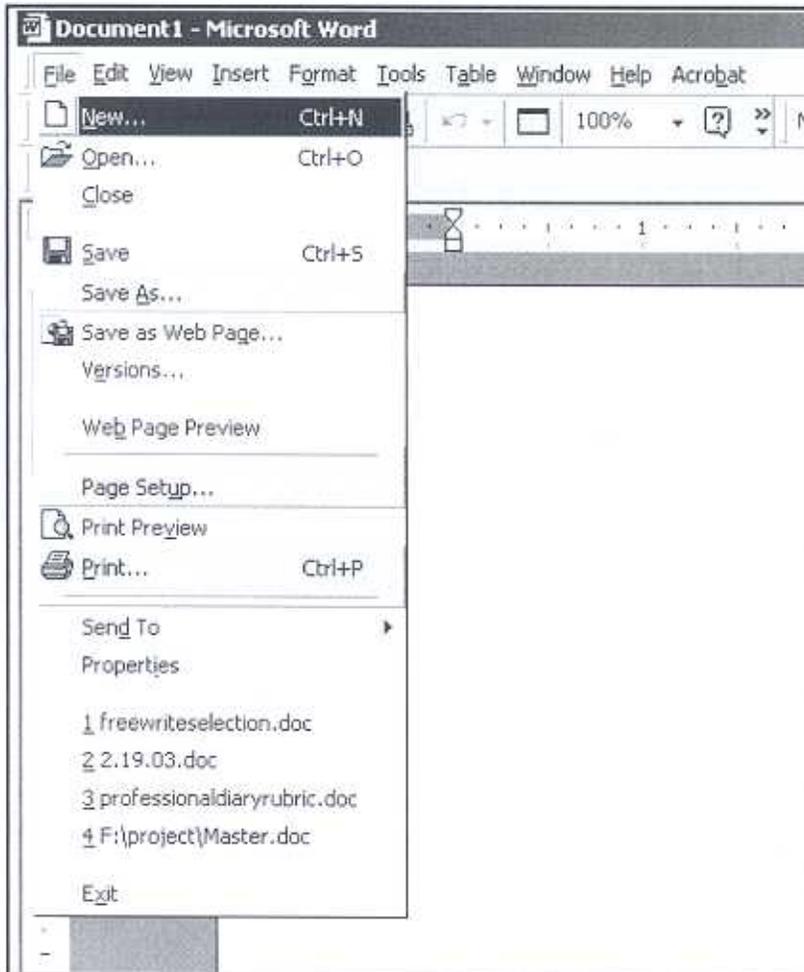
Setting Out

- Use headings (these might be in a different color or font and might be written as a question.)

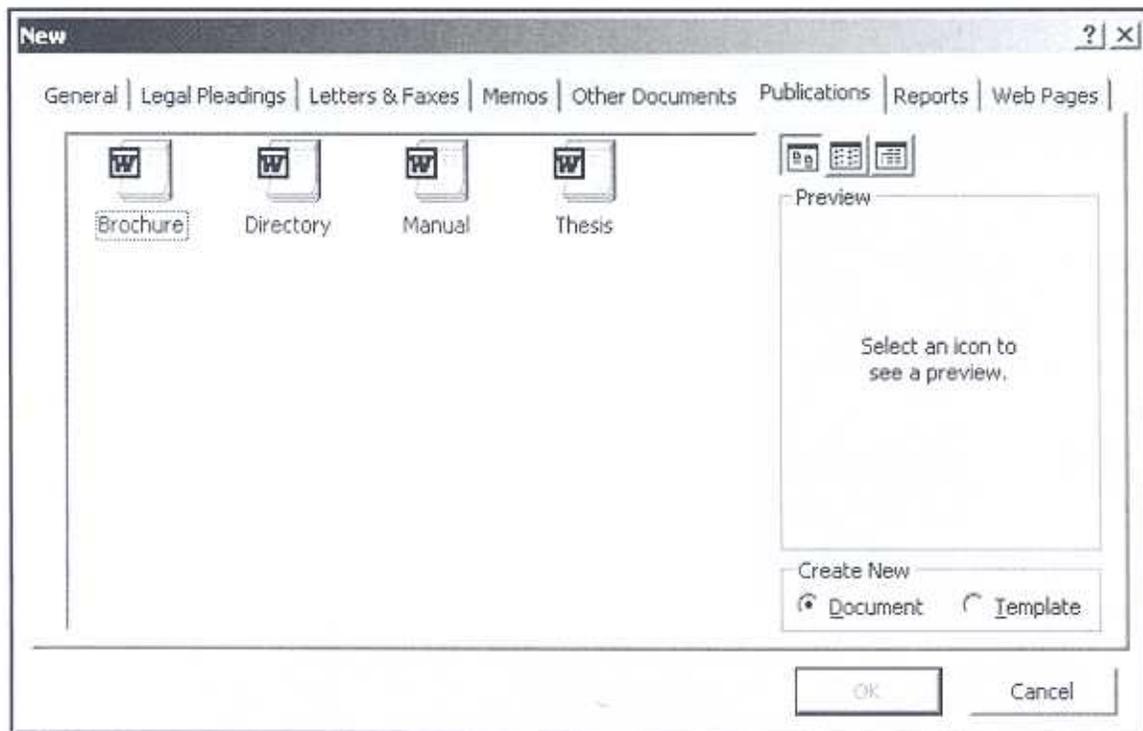
How to Make a Brochure Using Microsoft Word

Microsoft word already has a template prepared for you to make a brochure. All you have to do is cut and paste your own text into the brochure and print it!

(1) To access this template, go to FILE and select NEW on the top of the screen, as shown:



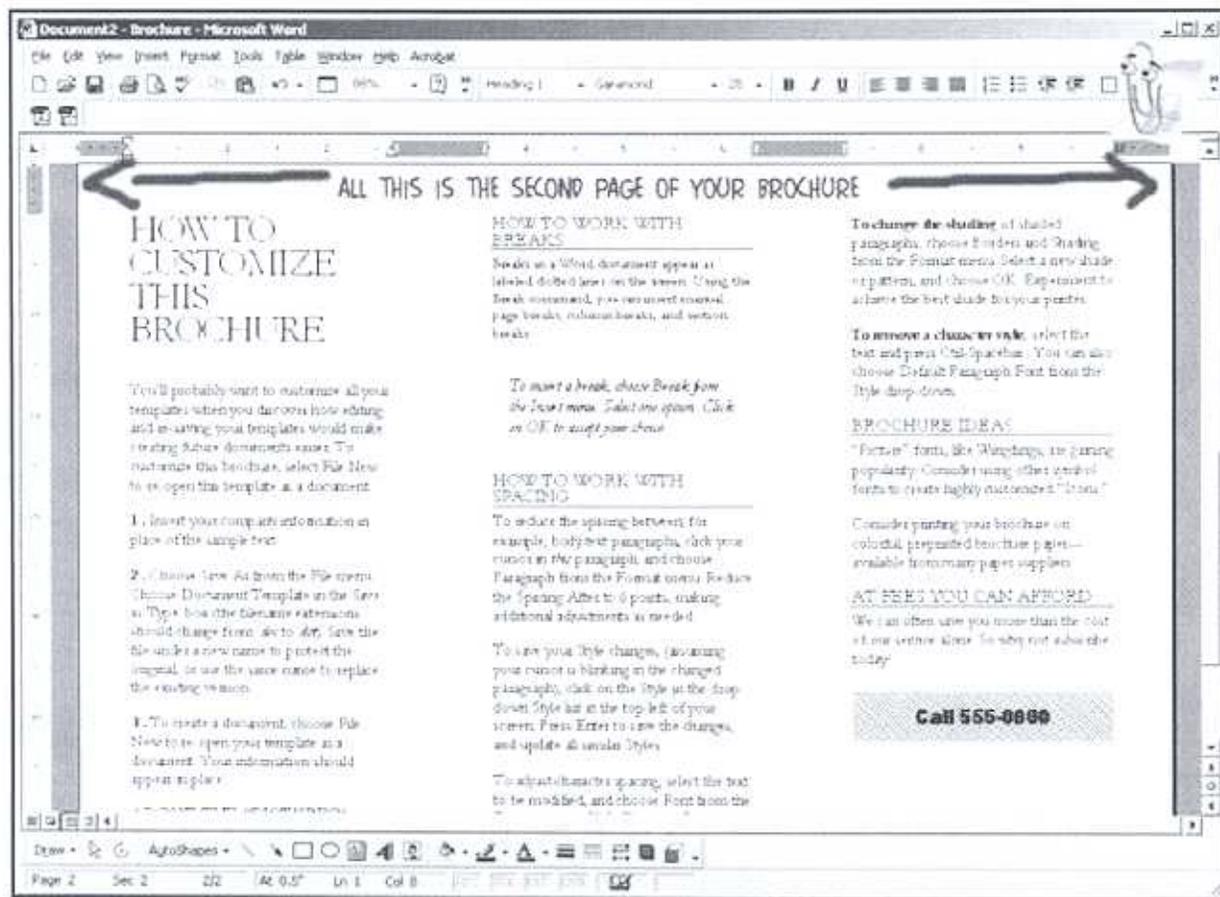
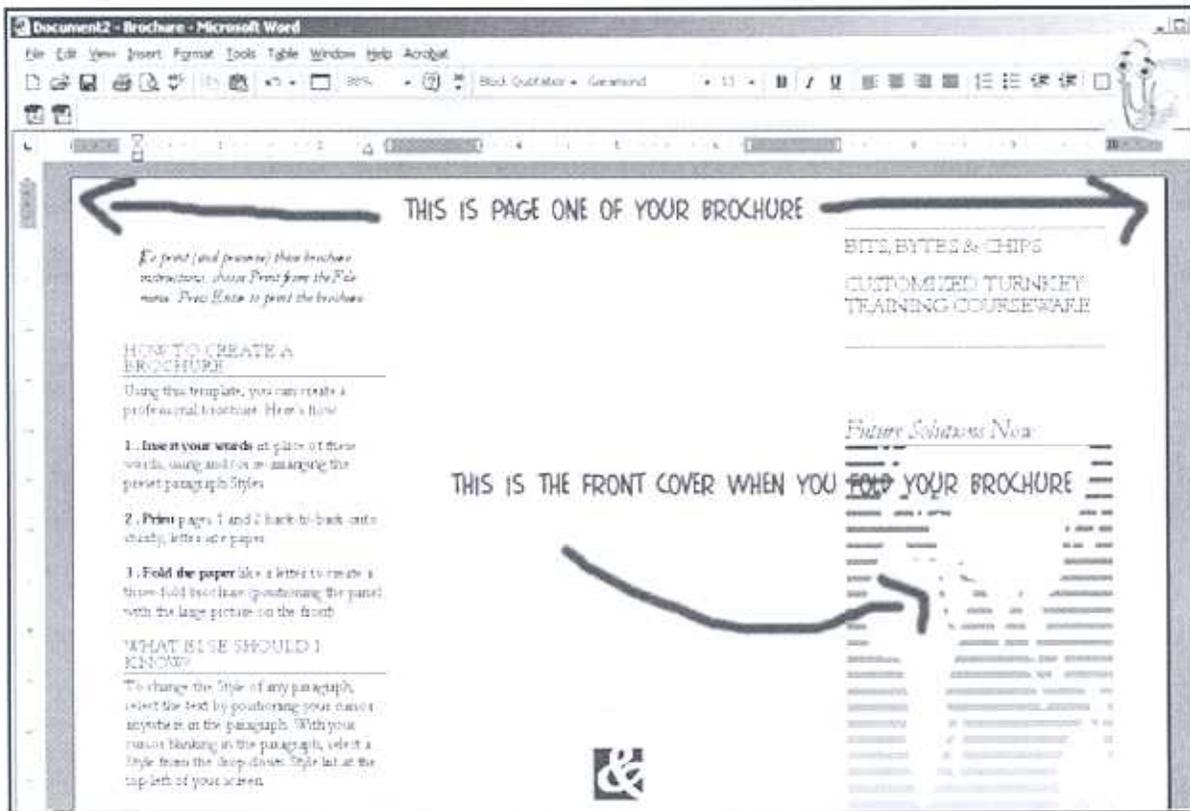
(2) A menu like this will pop up:



Double click on BROCHURE, or click on BROCHURE once and click OK.

(3) The template will be on your screen. It is already filled with words (garbage mostly). All you have to do is cut those words out and paste with your own

(4) You have to be aware on how WORD orients the brochure on the screen versus what you actually see when you print it out. Remember, brochures are double sided. Therefore, the template has a total of 2 pages (you have to scroll down for the 2nd page):



When you print you would have to print the first page first, then slide that same paper back into your

printer to print the 2nd page to get the double sided effect. You should play around with this with what you have on the template so that you know how to print out your final copy. You should do this to know how to orient the paper correctly - play around to familize yourself with it!

(5) You can cut and paste photos on this brochure too. If you want, you can email me the brochure (ONLY IF YOU WORKING WITH WORD!) so that I can print your brochures in color ink!

Pamphlet Grading Rubric

	Inadequate (0-2 points)	Adequate (3-4 points)	Superior Work (5 points)	Total
Application to African Burial Ground	Topic is somewhat relevant to the African Burial Ground	Current topic and relevant to eight graders	Important commentary is included. It gives greater depth. Comments extend beyond the obvious	
Level of Information	Facts were stated	Facts were stated in a relevant way	Important information was imparted in an understandable and relevant manner	
Layout and Grammar	Layout or grammar errors existed	No layout or grammar errors existed	Layout was inviting and creative; no grammatical errors	
Information was displayed using art, graphs or tables	Art or information was included	Relevant art or data were used	Relevant art and data in precise and clear forms were presented	
Content	Content covered basics	Content covered important information about the African burial ground. I.E; ancestral chamber	Content covers information about specific exhibits, easy ways to navigate around the burial ground, reasons why students should visit certain exhibits etc	

http://www2.bc.cc.ca.us/tl/pamphlet_grading_rubric.htm

How to construct a DIAMANTE

- Line 1: One noun that is the subject of the poem
- Line 2: Two words that describe the subject
- Line 3: Three “ing” words that describe the subject
- Line 4: Two short phrases. The first describes the subject of the poem, and the second describes a new subject that is the opposite of the original subject
- Line 5: Three “ing” words about the new subject
- Line 6: Two words that describe the new subject
- Line 7: one noun that names the new subject

Diamante Poem Rubric

Name _____

CATEGORY	Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Beginning (1 point)	Score
Organization	The poem is written in seven lines. The sequencing of words is logical and easy to follow.	The poem is written in seven lines and the sequencing of words is somewhat logical and can be followed with minimal effort	The poem is written in seven lines, but the sequencing is confusing.	The poem is written in seven lines, but the sequencing makes no sense.	
Word choice and main idea	The student brainstormed and chose vivid words to describe and compare the topic.	The student brainstormed and chose words to describe and compare the topic.	The student chose some words to describe the topic, but the two items were not compared.	The student chose some words to describe the topic, but the words were not accurate. The two nouns were not compared.	
Poetic format and Creativity	Used accurate diamante form and contains creative details. The author really used imagination.	Used accurate diamante form, and contains a few creative descriptions. The author has used imagination.	Used accurate diamante form, and contains a few creative details. The author has tried to use imagination.	Does not use accurate diamante form. There is little evidence of creativity. The author does not seem to have used much imagination.	
Grammar and Spelling	There are no spelling errors and the poem is virtually error-free in conventions, grammar, and usage.	There are a few spelling errors, but they do not impede the reader's understanding of the poem. Contains few errors in conventions, grammar, and usage.	There are several spelling errors. Contains several errors in conventions, grammar, and usage.	Numerous spelling errors impede the reader from understanding the poem's message. Contains many errors in conventions, grammar, and usage that detract from the meaning of the poem.	

Total Points _____ **Grade** _____

Basic Info on Argumentation:

The purpose of an argumentation essay is to state your opinion on an issue and present an argument to convince others to agree with your opinion and adopt it as their own.

Argumentation essays involve the use of logic and persuasion, and teach much more than research of a subject. While argumentation essays require more of a student than most other types of essays, they can also be the most enjoyable type of essay to write. Argumentation essays allow the writer to express his or her personal views about a subject. The paper does not only deal in facts, but also in emotional appeal. This site exists to help you learn more about argumentation essays, the process behind writing an argumentation essay, and logical arguments in general.

Argumentation Writing Process:

- I. **Think about your** essay topic. - What are you arguing about? Are you for or against it? How does it relate to your life or the life of your reader? If time allows, spend a day or so analyzing the issue.
- II. **Start Pre-writing.** - Now that you have been thinking about the essay topic, start plotting it out. Decide what position you want to take, and begin doing some basic research on the subject. As you are doing the research, take note of information that surprises you, whether it is for or against your position, information that surprises you can be useful. *For example: I once was doing research on FCC regulations and came across the fact that the FCC does not regulate violence in the media in any way. This fact ended up stunning my professor, as he had no idea of this and stated to me that he had always assumed that it was regulated.* Teachers spend their time reading papers and anything that separates your paper from the rest of the papers will have an effect on your grade.
- III. **Research, Research, Research.** - The most useful thing you can have when writing a paper is information. Do enough research for two, or even three papers if possible. That way, when you sit down to assemble your paper, you will not have to worry about not having enough material to work with.
- IV. **Construct an Outline.** - By this time, it should be obvious to you what to concentrate on in your essay. Even if it isn't, don't worry too much. Everyone has their own ways of setting up a paper, but it is usually a good idea to write out some sort of outline that includes a thesis statement before

you start writing.

V. Write a Draft. - Follow your outline, and get writing. Consider starting with the body paragraphs and doing the Introduction and Conclusion last. Don't try to edit your outline while writing, make a note on a piece of paper, but just keep writing. You will have time to edit your paper later.

VI. Edit your Draft. - Once you're finished with the draft, reread it and decide what needs to be changed. Make sure everything relates to your argument, and that the paper as a whole flows. Repeat steps V and VI as necessary until you are happy with the paper.

Adapted from <http://www.argumentation.us/>