

## **“Journeys: Forced & Voluntary”**

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### **Overview:**

The purpose of this unit is to direct students toward a connecting of their past, present, and future. This topic was chosen as a means of educating students and reminding others of three major journeys of African Americans: The Middle Passage, the Underground Railroad, and the Great Migration.

Communication and technology are the major avenues utilized in guiding the students through their own personal journeys. The students will explore those routes via literature, technology and communicating with elders who reminisce about their own personal journeys.

### **Rationale:**

Lincoln is a neighborhood school located in the Lincoln/Larimar area of East Liberty. The student population is 100% African American. My job title at Lincoln Elementary Technology Academy is “Different Ways of Knowing Cognitive/Affective Coach”. Part of my job description is to coordinate the extended school year program, as well as participate in the supervision and sometimes the instruction of the extended school day program. I shall strive to enhance the program further with the implementation of “Journeys: Forced and Voluntary” curriculum, which is an interdisciplinary and technological unit.

Both the extended school day and extended school year programs range from tutorial to enrichment in scope. This year’s extended school year program will begin a partnership with the Children’s Defense Fund’s Freedom School program. Lincoln is also determined to “Leave No Child Behind”. Introducing students to and reminding them of their ancestors’ journeys will, hopefully, motivate them further academically and enlighten them further culturally.

I am often asked what brought me to Pittsburgh. This question causes me to recall my journey from Alabama to Philadelphia, Pennsylvania back to Alabama, and finally to Pittsburgh. Although I am living in Pittsburgh, I travel almost weekly to Cleveland, Ohio because of my husband’s residence and job. My journeys often cause me to think of the journeys of African Americans.

The most profound journey of African Americans was forced. As a result of this forced journey, there have been other forced and voluntary journeys and resettlements. Each journey had major affects on various sections of the country and the history of America as a whole.

Throughout history, man has always migrated for physical, emotional, spiritual, economical, political, or mental reasons. The African American's journey to America was for physical and economical reasons. However, these reasons were not for the benefit of the African Americans, rather, of those who raided their African villages, of those who sold them into captivity, of those who captured and kidnapped them in Africa.

In this unit, students will trace the major forced and voluntary journeys of African Americans, namely:

- The Middle Passage
- The Underground Railroad
- The Great Migration

This tracking will provide the student with a blueprint of these journeys. It will chart the path of African to African American.

Section one will trace the unwanted voyage of African Americans through the Middle Passage. It will acquaint the student with incidents that occurred prior to the Africans boarding the slave ships, detail the trip to America, and list destinations of the slave ships.

Section two will trace the African Americans' voyage in their escape from slavery to freedom via the Underground Railroad. It will show the life of the slaves on the plantation, introduce the Underground Railroad, list major railroad conductors, and follow the routes traveled.

Section three will show that although a new century has arrived, the African American is still searching for equality. This quest will lead to yet another major journey for African Americans. It will trace the chosen voyage of the African Americans from their homes and farms of the South to the industrial cities of the North, via the Great Migration.

These three journeys were also a metamorphic experience for African Americans: from the cocoons of 1) the slave ships' holds of the Middle Passage, 2) hiding out in cellars, under cargo, etc. in the Underground Railroad, 3) packed in the Colored Only section of the trains during the Great Migration – to a flight stage in a new world of – 1) the unwanted plantations, 2) freedom of the North, 3) the North and West in search of jobs and prosperity, and an unfound franchisement.

Migrations/journeys have often been brutal and hazardous. The journeys of the African Americans were made for the purposes of enslaving or avoiding captivity. These migrations were

freedom related, whether the loss of freedom or the maintenance/regaining of freedom.

When embarking on these journeys the migrants traveled lightly and left much behind. They left families, friends, homes, love, and respect of loved ones. Because these journeys were emotional as well as physical, they distanced themselves from the disrespect, brutality, enemies, and economical and social inequality of the master, plantation, and the South.

Regardless of the material possessions taken as the African Americans journeyed from Africa to the North, music and songs were always apart of these journeys. Music and song are a vital part of human life. This vitality is exhibited in the songs of African Americans on the ships during the Middle Passage, on the plantations before joining the Underground Railroad, during their despair while in the South and moving North and West during the Great Migration. Music and song were an umbilical cord to mental freedom for the African American, sustaining them emotionally throughout their many ordeals and journeys.

This curriculum unit will be taught to students in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades using fiction, non-fiction, songs, and music as a means of imparting this material to the students. This curriculum will be taught on a weekly basis. Class time will be one hour and twenty minutes in length. This unit will show why, how, when, and where the journeys were made. The results of the journeys will also be discussed. Students will not only visit, via literature, music, and technology, areas their ancestors traveled, they will also communicate with adults as to the motives of their families' journeys.

I envision this curriculum as being a means of passing on history while keeping the journeys alive, as well as those persons who have gone on before us. This curriculum is to be a means of reflecting on the journeys we make in our lives determine whether they are voluntary or forced.

### The Middle Passage

The Middle Passage was a term used to describe the triangular route of trade that brought Africans to the Americas and rum and sugar cane to Europe. The first passage was from Europe to Africa with trading goods – brandy, cloth, iron, guns, and weapons. The second passage was from Africa to the Americas/West Indies with merchandise for sell – the human cargo. The third passage was from the Americas/West Indies with money, sugar and tobacco –earned from the sell of the human cargo. The ships then repeated the cycle for over four centuries of legal and illegal slave trading. “The Christians in Europe and America had a simple way of rationalizing the cruel system of slavery. They argued that it was in the interest of the pagan slave to become the property of a Christian, presumably because the brutality of Christians was kindness compared to the spiritual hardship of the pagan’s life” (Ofsu-Appiah, 28).

Slavery is defined as a conquest by war, kidnapping, piracy and the custom of selling persons unable to pay debts. This conquest is not limited to physical subduing. It can be emotional, mental, spiritual, and moral subjugation.

Although in most ancient societies slaves were acquired primarily through military conquest, in Africa, slaves were mostly acquired through raids or kidnappings. “Most of the slaves supplied by and to the African traders were victims of wars and raids, but some were criminals or people who had sold themselves for debts” (Ofosu-Appiah, 25). After the capture of Africans, African traders traded rum, guns, gunpowder and trade goods for men, women, and children.

European countries participating in the slave trade accrued tremendous wealth and global power from the capturing and selling of Africans into slavery. The Portuguese were the first Europeans to engage in the slave trade. Initially, slaves were sold to the Portuguese and Spanish colonies in South and Central Americas to work on sugar cane plantations. This area became known as the ‘seasoning stations’ for the northern plantations, because of the brutal conditioning that took place there. However, by the 1700’s, due to the high demand for African slaves, most Africans were shipped directly from Africa to mainland America (The Middle Passage Foundation, Inc., 1).

“The only European colony established in West Africa during the slave trade period was the Portuguese settlement of Angola. All other attempts to extend the range of European control were unsuccessful. In most of their encounters with Africans, the European invaders were severely beaten and driven from the disputed territory...[It] was not until the later part of the 19<sup>th</sup> century that large-scale colonization became possible. Before that time Europeans found the Africans to be independent minded and skilled at playing one slave-trading nation against another” (Ofosu-Appiah, 25). The natives showed no feeling of inferiority; instead they were assertive, arrogant and crafty. The Europeans respected the local kings with whom they did business or paid heavy fines.

Those feelings of superiority, assertiveness and arrogance would wane when subjected to chains, unsanitary living conditions, and treatment lower than that of an animal. During this arduous voyage, roughly thirty to sixty million Blacks were transported from Africa to the United States via the international slave trade. This marked the beginning of a lucrative adventure for some and high paying horror for others. Olaudah Equiano stated that “the White people looked and acted in so savage a manner. I have never seen among my people such instances of brutal cruelty, and this not only shown toward us Blacks, but also to some of the Whites themselves” (Equiano, 1).

The slave’s journey from forests and hills of Africa to plantations of the West Indies and the Americas was extremely dangerous, as well as degrading. Slavers moved captives in coffles, herding them like cattle. Slave traders generally tied members of the coffle by the neck to poles, which they pulled along. The slave driver would be beside them and whipped those who grew tired, sick, or too slow to maintain the pace.

The Middle Passage was a journey synonymous with pain and suffering. The journey from Africa to the Americas would take as many as 30 to over 100 days. Many of the ships were termed “loose packers” or “tight packers”, describing the maximum capacity of the slave ship (The Middle Passage

Foundation, Inc., 1). The voyage across the Atlantic was the most dangerous part of the journey to the New World. The slaves were packed like sardines in the small European ships, given meager meals, and no or very little medical attention. The stench of diseased and decaying bodies and unruly Africans thrown overboard lured sharks to the ships' course.

This voyage was a forced journey from Africa to America, from freedom to slavery, from family and loved ones to master and hatred, from dignity to loss of humanity. And yet, it is more. It epitomizes psychological trauma. The slaves were branded, restrained and placed in the hold (slave deck) of the ship that was about 5' high. Slaves were chained to each other; many died of suffocation. Sanitary conditions were nearly non-existent. Infectious diseases were common. Infected slaves were thrown overboard.

Estimates for the total number of Africans lost to the slave trade range from are difficult to compute. The average ship lost 15% of its cargo. Death rates varied greatly from ship to ship (The Middle Passage Foundation, Inc., 1). Disease was the greatest killer of Africans during the journey. The most ambitious of which were scurvy, dysentery, smallpox and other diseases called fevers.

Slave revolts were a recurring part of the Atlantic crossing. The slave traders were armed with pistols, muskets, catlaces, cannons, and around the clock guards; nevertheless, some slaves were not deterred. "Although most revolts were put down, several slave mutinies were successful" (Journal of Negro History, 184). Probably the most successful slave mutiny was on the *Amistad*, June 30, 1839.

Some slaves believed their White captors to be cannibals; therefore, committed suicide – jumped overboard, refused food, or knocked their heads against rails. Olandah Equiano recounted his feelings of shock and isolation during the Middle Passage and his fear that the European slave traders would eat him. Noticing a large furnace of copper boiling and a multitude of chained, dejected Black people, he was sure his fate was to be a meal for these beings (Equiano, 1).

"The length of the voyage from Africa to the Western Hemisphere was the most important factor in slave mortality. A study of the French slave trade in the eighteenth century showed that ships that took 40 days to reach the New World port of delivery experienced roughly an 8.3 percent loss of slaves but ships that traveled over 141 days had an average loss of 21.3 percent of their slaves (Stewart, 15).

The slave traders experienced an unpredicted factor in the slave trade business, which affected profit. "Trade in African slaves did not become immediately successful because of the availability of White indentured servants in the New World (people bound by contract to work for a certain number of years). During most of the 17<sup>th</sup> century they provided a cheaper form of labor than the purchase of Black slaves could supply" (Ofosu-Appiah, 29-30).

Initially, the race factor was not the inclusive factor of the slave trade. Some Blacks were enslaved for a fixed term; freed and given land. Because the White/Black-indentured servants were temporary there was a constant need to replace them; this became expensive. And to have Whites become permanent slaves was unthinkable. Thus, race became a primary slave issue.

## The Underground Railroad

Black slaves were imported from the West Indies and Africa to work in the plantations of the South, and to a much lesser extent, in the town and agricultural areas of the North. This importation brought new legislature to these newly assembled states. In 1662 the Virginia assembly ruled that all Negro slaves should become “perpetual servants”. In 1664 Maryland ruled that all Negroes should be considered slaves and forbade racial intermarriage. By the late 18<sup>th</sup> century, slavery had become a significant part of the new nation’s social & economic life. Slaves could leave a plantation only after obtaining the owner’s permission. Slave owners had economic, social, and political power.

In the interest of economics, slave owners educated some slaves because the owners believed education would increase their slaves’ efficiency. “By the middle of the 18<sup>th</sup> century, South Carolina and Georgia had both outlawed the schooling of slaves. Literacy made it easier for slaves to circulate information about oppression and escape, and it made them harder to subjugate” (American Legacy, 14).

Slave codes were developed to keep Blacks under control. These codes were based on the assumption that slaves were not human beings, but property. The harshness of the codes was relative to the ratio of Blacks to Whites in a given territory. “Fear Factor” was the major device used to keep Blacks under control. Illiteracy and separation from family were other control devices.

“Though the slaves were expected to be docile, this was seldom the case. They naturally resented their position and while they did not actively rebel, they often shirked their duties or ran away...hoping for emancipation and a better life” (Ofosu-Appiah, 110). Many slaves ran away from their masters and life on the plantation via the Underground Railroad. The Underground Railroad was neither underground nor a railroad, but was a loose network of aid and assistance to fugitives from bondage (National Park Service, 1). The lure of the Underground Railroad was that death was preferable to slavery if there could be no freedom or liberty. As slaves learned the language, terrain, and fellow-slaves on neighboring plantations, they became more rebellious and resistive to bondage. Runaway slaves survived as passengers of the Underground Railroad because they were physically and intellectually above the average order of slaves. Perhaps as many as one hundred thousand enslaved persons may have escaped in the years between the American Revolution and the Civil War (National Park Service, 1).

The term Drapetomania, “the disease of the mind that caused Negroes to run away”, was invented to rationalize this desire (Thomas, *Lest We Forget*, 18). The masters could not understand why the Negroes would want to run away. The runaway slaves became wanted commodity whose bounty

hunters were slave hunters/catchers, bloodhounds, bounties, whips, and shotguns.

In the years before the Civil War some slaves who broke the chains of slavery, broke from their masters and lived in small colonies in the swamps and forest and were accepted by Native American tribes. An exhibit in the Tampa, Florida Museum of History states that Blacks were forced to migrate when the Native Americans were forced to relocate to reservations. Black communities that grew up in the Northern states provided the safest havens for runaway slaves in the United States. These communities were comprised of Negroes who had bought their freedom, were given their freedom, or were runaways.

The fugitive slaves had aid in their quest for freedom and dignity. Quakers aided escaping slaves during the 18<sup>th</sup> century. The beginning of the 19<sup>th</sup> century brought a systematic organization for escape. This organization's service was risky, adventurous, rendered at (mostly) night, and led north following the North Star to Canada where slavery was illegal.

Spread between Ohio and Canada, an entire network of houses offered help, food and money to the runaway slaves. The Underground Railroad was a trackless and car less railroad that transported people away from a harsh, brutal, degrading life to a life of freedom, esteem, and hope. This railroad's only destination was freedom! The Underground Railroad was created by decency and maintained by courage.

The Stations, houses giving shelter to runaways, were located along the routes of the Underground Railroad and were often identified by hanging quilts or lanterns in windows. The Stationmaster, the man or woman who owned the house, either hid the Passengers, escaped slaves, while also providing them with food and clothing; or transported them to the next station or on to Freedom.

Of the many conductors, guides for escaped slaves, of the Underground Railroad, Harriet Tubman and James Fairfield are possibly the most famous. Harriet Tubman is reported as transporting 300 passengers safely to their destinations. James Fairfield was able to transport many slaves safely because he was a White man.

The Emancipation Proclamation ended the work of the Underground Railroad in the North because it brought an end to slavery in those areas controlled by Union forces. However, the quest for true freedom and true equality were still elusive for most of the Blacks.

## **The Great Migration**

From the time the slave ships arrived in America until 1900, approximately ninety percent of the African American population lived in the South. Maryland and Virginia had the highest concentration of slaves in 1750. Slaves were relocated from the tobacco region of the upper South to the cotton-growing Deep South; initially, Kentucky and Tennessee, and after the close of the international slave trade to Alabama and Mississippi.

An early exodus from the South occurred between 1879 and 1881, when about 60,000 African Americans moved into Kansas and others settled in the Oklahoma Indian Territories in search of social and economic freedom (Library of Congress, 1).

Following Emancipation, Black population movement began another shift. A migration from Louisiana, Mississippi, and Texas to Kansas was apparent as approximately six thousand Blacks left their homes. Although the Blacks were free, they needed to leave home to feel totally free.

“Black migration to American cities escalated during the late eighteenth and early nineteenth centuries. In the aftermath of the Civil War and Reconstruction, Blacks increasingly moved into rural industrial settings such as the coalfields of Alabama, Tennessee, Kentucky, and West Virginia. As late as 1910, nearly 90 percent of the nation’s Black population lived in the South, and fewer than 22% of southern Blacks lived in cities.” (Encyclopedia of African-American Culture & History, 2).

After World War I, a large number of African Americans began to move from the rural South to the urban North. “It reflected their quest for freedom, jobs, and social justice; the rise of new classes and social relations within the African American community; and the emergence of new patterns of race, class, and ethnic relations in American society as a whole.” (Encyclopedia of African-American Culture & History, 1).

The impact of World War I enabled Blacks to move, in growing numbers, from their southern rural homes to cities. Between 700,000 to 1,000,000 Blacks left the South between 1917 and 1920. During the 1920’s approximately 800,000 to 1,000,000 left, moving throughout the urban West and North.

The Black population movement was fueled by a variety of factors. African Americans pursued a way of life other than economic hardship caused in part by the exploitation of sharecropping, and sought to escape the disenfranchisement, the racial injustice, the Jim Crow Laws, and the lynch mobs of the South. The North, thought of as the ‘Promised Land’, promised opportunities in the form of industrial positions, greater access to the rights of citizens, and better economic conditions.

Migration was also spurred on by the lack of educational opportunities in the Delta. White school boards seldom hired enough teachers for African American students, and the teachers they did bother to hire were almost none college graduates (PBS Online, 1).

The great migrates, like the runaway slaves, were met with opposition. Delta planters' fortunes depended on African American labor. Some Whites offered better conditions while others resorted to intimidation and brute force to keep African Americans from leaving.

African American migrants continued their journey well beyond World War II. By 1950, the African American population comprised approximately eleven percent of the population of the United States, while African American migrants comprised forty percent of the population in several of the United States' major cities (Library of Congress, 2). Through all the traveling of African Americans from the coasts of Africa, to the holds of the slave ships, to the plantation, to resettling in the promised lands of the West and especially the North, African Americans have contributed greatly to the establishing, the growth, and the greatness of the United States.

### **Objectives:**

- Students will observe the current state of African Americans and determine the consequences of the three major journeys on their present life (style).
  
- Students will define key terms related to the profound journeys of African Americans.
  
- Students will describe the profound journeys of African Americans by writing a narrative of a voyage/journey of the Middle Passage, Underground Railroad, or the Great Migration.
  
- Students will construct a timeline of a journey of African Americans listing time and areas traveled.
  
- Students will compare and contrast Slave Songs/Negro Spirituals with Hip-Hop/Rhythm & Blues.
  
- Students will interview a family member or neighbor as to their (or their family's) journey(s).

### **Strategies:**

- Design a time-line of the journeys. What significant event(s) occurred during these times; reasons for journeys.
  
- Surveys of reasons families (or family members) located to their neighborhood, city, state, and country (rent, job, health, immigration, etc.)
  
- Interview an elder as to the journeys s/he has taken and the reasons for the journeys during the course of her/his life.
  
- Compare music of today (rap, et al) with “Black “ songs of the past. Is there a similar message?
  
- Plot states (areas) of settlements of African Americans at the end of their journeys. Determine the reasons these states (areas) were chosen.
  
- Write a narrative story of your journey during the Middle Passage, Underground Railroad, or Great Migration.

### **Lesson One: “Beginning the Journey”**

This lesson will begin with the students choosing their own seating arrangements. The teacher will then instruct the students to get up and move to other specified seats. This new seating arrangement will place the students (at tables/in seats) away from their chosen friends/table mates, as well as, in extremely close and tight spaces.

With the students in this position, the teacher will begin a discussion on the word journey. Ask for definitions of the terms journey, forced and voluntary. Using the terms defined, have students discuss

their journey from the moment they entered the school ground (today) to their present positions in this classroom.

Have students to comfortably rearrange their seating. While working together in groups students are to choose a recorder (with legible penmanship) and list reasons for taking journeys. Place posters on wall(s). Have students discuss journeys they have taken and identify them as forced or voluntary, explaining the identification.

Students are to place a dot sticker by journeys they believe to have been forced and a sticker by journeys they believe to have been voluntary.

Students are to pronounce, write and define the key terms: physical, mental, social, emotional, and spiritual.

Resources needed for this lesson:

Large “Post-It Notes”

Markers

Dot stickers (2 different colors per group)

## **Lesson Two: The Middle Passage**

This lesson will begin with the reviewing of key terms introduced during the previous lesson: journey, forced, voluntary, social, mental, spiritual, physical, and emotional.

The review will be in the form of a game, “Journey Bowl”. See Appendix A for game directions.

The next portion of the lesson is to define survey/questionnaire and discuss its use. Show students examples of surveys/questionnaires. Have students develop a survey/questionnaire to present to a family member or neighbor. The survey development is to be a whole group project and is to determine the reasons family members/neighbors located to their neighborhood, city, state, and/or country. Determine, in the interview, whether the journey was forced or voluntary or a combination. The survey can be written on poster paper or on an overhead projector so that all the students can see its formation.

Read the story “People in Bondage”. Tapping prior knowledge, have students design a table and cite examples of key terms noted in the story. The teacher is to use one graph on overhead, chalkboard, or poster paper so that all students can see. This is to be a whole group project.

Resources needed for this lesson:

Overhead projector (chalk board/chalk, or poster paper)

Markers

Projection film

Examples of surveys/questionnaires

Book: “People in Bondage”

### **Lesson Three: The Underground Railroad**

Assignment: Give students copies of the surveys developed during the last class. Students are to interview family members/neighbors and return surveys to school.

Discuss interview process:

- Requesting permission to interview
- Giving reason for interview
- Interviewing
- Thanking the interviewee

Have students participate in a mock interview by going through the interview process with classmates.

Read the story “The Story of the Underground Railroad”. Design a table and cite examples of key terms noted in the story. Use one graph on overhead projector, chalkboard, or poster paper. This is

to be a whole group activity.

Trace the route of a runaway slave from..... to..... The route is to be decided by the class.

Resources Needed:

Overhead projector (chalkboard/chalk or poster paper)

Markers

Class designed survey for each student

Encarta/Internet (Google)

Book: "The Story of the Underground Railroad"

#### **Lesson Four: The Great Migration**

Discuss results of surveys/questionnaires. Have students develop a table or graph of results.

Listen to and discuss the importance of songs song by slaves. See Appendix B for examples of songs.

Read the story "The Great Migration". Design a table and cite examples of key terms noted in the story. Use one graph on overhead projector, chalkboard, or poster paper. This is to be a whole group activity.

Using the Internet, design a table showing cities/states that Blacks moved from and cities/states the Blacks moved to.

Resources Needed:

Overhead projector (chalkboard/chalk or poster paper)

Markers

Returned surveys from student interviews

Encarta/Internet (Google)

Songs – Negro Spirituals (can be accessed via Internet)

Book: “The Great Migration”

### **Lesson Five: Where Did Our Journeys Take Us?**

Have students plot states (areas) of settlements of African Americans at the end of their journeys. Questions to ask: a) What important fact (factor) caused the settlements in the Middle Passage states, in the Underground Railroad states, in the Great Migration States?

Resources Needed:

Overhead projector (chalkboard/chalk or poster paper)

Markers

Encarta/Internet (Google)

Paper

Pencils

### **Lesson Six: How Long Did It Take Us To Get Here?**

Design a time-line of the journeys. What significant event(s) occurred during these times; reason for journeys?

Resources Needed:

Overhead projector (chalkboard/chalk or poster paper)

Markers

Encarta/Internet (Google)

Paper

Pencils

### **Lesson Seven: A Personal Journey**

Write a narrative story of a journey during the Middle Passage, Underground Railroad, or Great Migration.

Resources Needed:

Paper

Pencils

### **Lesson Plans**

Lesson Plan for Lesson Two:

TSWBAT: Define key terms

Discuss the use of Surveys/Questionnaires

Develop a Survey/Questionnaire

Read and discuss “People in Bondage”

Design a table of terms

\* While participating in the game “Journey Bowl” (see appendix A), students are to define key terms discussed in the previous lesson. The key terms are journey, forced, voluntary, social, mental, spiritual, physical, and emotional.

- \* The teacher is to poll students regarding information they possess on the topics surveys/questionnaires. Survey/questionnaire are to be defined and their uses are to be discussed. The teacher is to present examples of surveys.
  
- \* While participating in guided practice, the students are to develop a survey/questionnaire to present to a family member or neighbor. (The teacher will type the completed survey/questionnaire, copy, and bring to next class for students to review, take with them and administer to a family member or neighbor.
  
- \* Students will read and discuss “People in Bondage”. The teacher is to lead students in the development of a table of terms used in the story. (These terms are to be related to the theme.)

Materials needed for lesson:

Overhead projector

Book – “People in Bondage”

Cards or pieces of paper with key terms written on them

Markers

Overhead film

Paper

Pencils

Content Standards:

Communication 2, 3,6

Citizenship 7,8

Lesson Plan for Lesson Four:

TSWBAT: Discuss and categorize the results of the surveys/questionnaires

Access songs on the Internet, particularly Negro Spirituals, Slave songs, current African American songs

Compare and contrast period songs, those accessed via Internet, in books, or recalled

Read and discuss "The Great Migration"

\* The teacher will lead the discussion of the results of the surveys/questionnaires while directing the students in the development of a table or graph of the results. Students will use prior knowledge of tables and graphs; however, the teacher will review.

\* The teacher will closely monitor as the students surf the Internet for Negro Spirituals and slave songs. Students will listen to and infer their meanings. Students will relate songs to the various journeys of African Americans. Students will discuss the relationship of today's music (hip-hop, rhythm and blues) to today's experiences.

\* Students will read and discuss "The Great Migration". The teacher is to lead students in the development of a table of terms used in the story. (These terms are to be related to the theme.)

Materials needed:

Overhead projector

Overhead film

Markers

Computers

Internet

Paper

Pencils

Book – “The Great Migration

Content Standards:

Communication 2, 3,6

Arts and Humanities 2, 3

Citizenship 7,8

Science and Technology 9

## **Bibliography**

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This is a book of songs, many of which are Negro Spirituals.

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Ofsu-Appiah, L.H. *People in Bondage*. Lerner Publications Co., Minneapolis, Minn., 1971.

Stewart, Jeffrey C. *1001 Things Everyone Should Know About African American History*. Mains Street Books, Doubleday, 1996.

This book presents accounts of significant events, movements, and other information in African American history.

Technical Reference: *African-American Culture & History on CD-ROM*. Macmillan Library Reference, 1999.

Thomas, Velma Maia. *No Man Can Hinder Me. The Journey from Slavery to Emancipation Through Song*. Crown Publishers, New York, 2001.

Thomas, Velma Maia. *Lest We Forget*. Crown Publishers, New York, 1997.

### **Internet Sites**

Education Worldweb. *A Black History Treasure Hunt*.

[http://www.education\\_world.com/a\\_lesson/lesson\\_052.shtml](http://www.education_world.com/a_lesson/lesson_052.shtml).

This lesson planning site article, hosted by Education Worldweb, has four tests on African American history for students ranging from the 4<sup>th</sup> grade to the 9<sup>th</sup>.

Equiano, Olaudah. *A Multitude of Black People....Chained Together*.

<http://www.vi.uh.edu/pages/mintz/bihtm>.

The source of this site is “The Interesting Narrative of the Life of Olaudah Equiano, London, 1789).

Library of Congress. *Migrations: African-Americans Mosaic Exhibition*.

<http://leweb.loc.gov/exhibits/african/afan008.html>.

The Middle Passage Foundation, Inc. *The Middle Passage History*; <http://www.tmpf.org/history.htm>.

The National Geographic Society. *The Underground Railroad*.  
<http://www.nationalgeographic.com/features/99/railroad/jl.html>.

Super interactive website! This website allows the students to click choices and travel routes of a slave through the Underground Railroad. It also features grade level classroom ideas, maps of the routes, and sites for children.

The National Park Service. *Underground Railroad: Special Resource Study*.  
<http://www.nps.gov/undergroundrr/contents.htm>.

PBS Online. *American Experience: Fatal Flood*.  
[http://www.pbs.org/wgbh/amex/flood/peopleevents/e\\_sharecroppers.html](http://www.pbs.org/wgbh/amex/flood/peopleevents/e_sharecroppers.html).

### **Students Reading List**

Chambers, Veronica. *Amistad Rising*. Harcourt Brace & Company, Mexico, 1998.

A beautifully illustrated account of Joseph Cinque's ordeal on the slave ship Tecora through his trial and his voyage back to Sierra Leone.

Edwards, Judith. *Nat Turner's Slave Rebellion*. Enslow Publishers, Inc., Berkeley Heights, New Jersey, 2000.

A chapter book that traces Turner's life and his leadership in one of the most famous slave revolts.

Lawrence, Jacob. *The Great Migration*. The Museum of Modern Art, New York, and the Phillips Collection, 1993.

A wonderful detail of the Great Migration in words and beautiful paintings.

McMullan, Kate. *Famous Lives The Story of Harriet Tubman Conductor of the Underground Railroad*. Gareth Stevens Publishing, Milwaukee, Wisconsin, 1997.

This chapter book details the life of Harriet Tubman from age six to her death in

1913. The book includes chronological highlights in the Life of Harriet Tubman.

Stein, R. Conrad. *The Story of the Underground Railroad*. Childrens Press, Chicago, Illinois, 1981.

## **Appendix A**

“Journey Bowl”

Groups: 4 (Or numbered according to the number of students)

Materials:

Each group is to choose a spokesperson or have the position of spokesperson rotate. The play (questioning) will be left to right, or clockwise, depending on the group arrangement.

A term will be randomly selected by the moderator/scorekeeper. The spokesperson will have seven seconds to pronounce and define the word.

Groups are awarded 50 points for a correct answer. If a group fails to answer correctly (only one answer per group is permitted), the question goes to the next group, and so on.

Once a question has been answered, the next term goes to the next group.



Variation: Pronounce term and use it in a sentence.

## **Appendix B**

### **Oh, Freedom**

Oh, freedom, Oh, freedom, oh freedom over me.

No more moaning, no more moaning, no more moaning over me. And be

There'll be singing, there'll be singing, there'll be singing over me.

Verse:

And before I'd be a slave I'll be buried in my grave, and go home to my Lord and be free.

### **Ride On, King Jesus**

Ride on, King Jesus, no man can a-hinder me. Ride on, King Jesus, ride on. No man can a-hinder me, no man can a-hinder me.

In that great gettin' up morning, fare ye well, fare ye well. In that great gettin' up morning, fare ye well,

fare ye well.

### **King Jesus Is a-Listenin'**

That Gospel train is com-in, A rumblin' through the lan', I hear them wheels a hummin', Get ready for that train!

### **Deep River**

Deep river, my home is over Jordan, Deep river, Lord, I want to cross over into campground. Oh don't you want to go to that gospel feast, That promised land where all is peace? Oh deep river, Lord, I want to cross over into campground.

### **Pittsburgh Public School's Content Standards:**

#### Communications Content Standards

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, to inform and to persuade in all subject areas.
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All student communicate appropriately in business, work and other applied situations.

## Arts and Humanities

2. All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.
3. All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

## Citizenship

7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate they can work effectively with others.