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| Giddy Multitudes  Summary:  This unit was one that I had to get the feather dusters and pledge out for.  I haven’t studied slavery since my middle school years.  I found that the education I received was skewed and generally inaccurate.  I honestly had no idea that some of the first slaves were white.  I don’t know why this was missed in school, but I feel it’s important that students are aware of the beginnings of slavery.  I think our history books are sometimes bias in the sense that they cover the not-so-pleasant parts of our history with a layer of sugar.  The “Giddy Multitude” reading opened my eyes to parts of our history that I somehow missed.  Our nation’s history isn’t so sweet—and I think our students need to be aware of that.  We don’t need to make them feel guilty, but giving students false information will only contribute to the bias in their hearts.  “A Girl Like Me,” was a particularly heart-wrenching part of this unit.  I think that many students feel the way the girl did in the movie.  I think that many Americans associate being “white” with being beautiful.  Although this isn’t true, it has become so engrained into people’s heads that many people have taken drastic measures to change their skin.  So many misconceptions have been made about our history…most of which portray non-whites as being “bad.”  I think that we need to encourage independence in our classroom.  I posted this video to my Facebook page…It’s sad that I had to think about sharing it before I hit “post.”  Some people are SO IGNORANT…even my own friends.  The story about the bridge was also very intriguing.  I think it was most entertaining to read the hundreds of discussion posts we generated.  It was interesting to see the differences in opinions in our small class.  I could only imagine how many opinions I will encounter in my classroom when I have 25 kids multiplied by an average of two parents with an *average* of one opinion per person.  The discussion taught me to bite my tongue a bit.  It’s amazing how we can have such heart-felt feelings about situations without being present.  Overall, I feel more confident about this group after this unit.  I think that African Americans are one of the most misunderstood groups of marginalized people we encounter.  People associate the worst things together.  (The “What the %$#! Do We Know?” movie only solidified these associations.)  We need to learn to move beyond our bias—I think it all starts with us educating and clearing up misconceptions.  “I have a dream,” that this will all fade out someday.  Lesson Plan  Grade Level: 7/8 Social Studies/English  Objectives:  Students will explore a timeline of the events of slavery and create a visual for a selected time period.  Students will listen to personal narratives to gain a better understanding of the struggles of slaves.  Students will complete a court case activity in which they list two verdicts with reasoning based on fact.  Snappy Launch: How do we know if something is a fact or an opinion?  (Wait for responses)  How can we tell if statements made about our history are true?  For example, what do you know about slavery? We have been studying the making of America for a few weeks now.   How many of these things are facts?  How many of these things are opinions?  I will select one students’ response and have another decide whether or not the statement is a fact or opinion.  \*\*We will spend about ten minutes discussing the difference between facts and opinions as well as [How to Find Reliable Resources on the Internet](http://homeworktips.about.com/od/researchandreference/a/internet.htm).  Guided Activity: “Today we are going to study a timeline.  We need to get the facts in line about slavery.  There are so many misconceptions about slavery.  It’s your job to clear them up!  Each student will take two periods of time from this [Timeline](http://www.pbs.org/wnet/slavery/timeline/1619.html).  You will be in charge of reading the information and *paraphrasing* what happened during this time.  You must draw or print (your choice) a visual of what occurred during this time period.  Write the facts above or below the visual.  We will display our timeline in the hallway for all to see.  That way, other students will know the facts about slavery.”  Independent Activity: “Now that you have had a chance to study the facts about slavery, we can explore your opinions.  First of all, we will listen to these three [Narratives](http://www.pbs.org/wnet/slavery/experience/legal/narratives.html).  We need to account for the emotional states of the slaves.  Although we have many facts, we will never know the whole story.  The only people that can tell us are the accounts and real voices of the slaves.”  “As your take-home assignment, I would like you to look at one of the links in this [Court Case Activity](http://www.pbs.org/wnet/slavery/experience/legal/feature.html).  Your opinion is valued.  I hope you will take the time to research.  Please list a verdict of the case with an *opinion based on fact.*  Research the rights of slaves.  Please list a verdict of what you think the case would have been before and after slavery was abolished.  Please provide a conclusion in which you state YOUR opinion of what YOU think the verdict should have been.”  Assessment:  Timeline: 10 points- Visual of a piece of timeline equipped with text.  Court Cases:  5 points: Verdict before slavery was abolished.  5 points: Verdict after slavery was abolished.  5 points: Conclusion with opinion.  5 points: References listed. |  |