

CIVIL WAR WASHINGTON TEACHER FELLOWS ***Creative Learning Adventure***

Grades 9-10

Teaching Technique:
Oratory Performance
Poems
iMovie

Primary Source:
**Speech: (Lincoln) “Last
Speech in Public”
(Douglass) “What Should
Be Done With the Slaves If
Emancipated”**

AUDIENCE

Primary: 9-10 grade students studying leadership styles of various national figures.

Secondary: Language arts students and instructors and anyone interested in Frederick Douglass and Abraham Lincoln.

OBJECTIVES

After completing this program, students will be able to:

- Describe the public views of Frederick Douglass and Abraham Lincoln on the issue of ending slavery.
- Create a descriptive poem reflecting the attitudes of emancipation held by Frederick Douglass and Abraham Lincoln.
- List specific examples of the differences and similarities of Frederick Douglass and Abraham Lincoln’s leadership styles.

ESSENTIAL QUESTIONS

What leading questions can you ask of students throughout the project that will get them to understand the big ideas? *These should be questions with no one “right” answer.*

- Why is President Lincoln reluctant to make the emancipation of slaves a primary war aim?
- How did the experiences of each man (Frederick Douglass and Abraham Lincoln) shape their views on slavery and emancipation?
- What factors influence Lincoln’s decision to issue the Emancipation Proclamation?

STANDARDS ALIGNMENT

SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.

SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.

SS 12.4.5 (US) Students will develop historical research skills.

MATERIALS

“What Shall Be Done with the Slaves If Emancipated?”

<http://teachingamericanhistory.org/library/document/what-shall-be-done-with-the-slaves-if-emancipated/>

“Last Speech in Public”

<http://housedivided.dickinson.edu/sites/lincoln/last-speech-april-11-1865/>

Two-Voice poem templates

http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf

<http://fpcbulldogs.com/sites/default/files/>

[two_voice_poem_instructions_and_samples_copy.pdf](#)

A Google Form for students to use for evaluating projects

<https://docs.google.com/a/4rhuskies.org/forms/d/1OLItkPJsOtwb27jhfcnlBhPeoia0zzmwknWKXqxke0/edit>

iPads or computers with iMovie

TIME OUTLINE

Total Time:

Segment 1 20 minutes

- Performance

Segment 2 3- 85 minute Blocks

- Debriefing 10 minutes
- Establishing partnerships and review procedures for two-person poems 20 minutes
- Research and writing time 45 minutes & 85 minutes
- Recording time: 30 minutes
- Listening time: 50 minutes
- Reflection: 10 minutes

ADVENTURE PLAN

INTRODUCTION (3- 85 MINUTE BLOCKS)

- This lesson is a comparative examination of the leadership styles of Frederick Douglass and Abraham Lincoln incorporated into an elective class focusing on leadership. Students will research the lives of each man focusing on their early life, their public life and their approach to a critical topic they have in common. The lesson incorporates the use of iPads or equivalent technology.

DO-NOW (20 MINUTES)

Create a stage area in the front of the room with two chairs and desks divided by masking tape. Have two student volunteers (one will be President Lincoln, one will be Frederick Douglass) sit at each desk and act like they are finishing writing something. Starting with the student acting as Frederick Douglass, he will stand up and begin reading the speech he was working on; "What Shall Be Done with the Slaves If Emancipated?". When he is finished reading, he will sit down and Lincoln will stand up and read his speech; "Last Speech in Public."

PROCEDURE (3- 85 MINUTE BLOCKS INCLUDES TIME FOR RESEARCH AND WRITING)

After the actors have finished their speeches, debrief by asking students to reflect on the content of the speeches. This could be oral discussion or through postings on Todaysmeet.com

1. What is the common topic?
2. What is each man's opinion on the subject?
3. What are the similarities and differences of each speech?

After debriefing, divide students into pairs. Each group will study the political lives and leadership styles of Frederick Douglass and Abraham Lincoln. Areas to study should include biographies, examples of their writings on the subject of slavery and their philosophies on the meaning of freedom. The research will be used to create a Two-Voice poem by each partnership using the suggested guidelines.

Era: Describe his childhood

Describe his personality

Describe his view of slavery

Crisis: Describe his view of emancipation

Effect: Describe his view of life after slavery for the freed slaves.

Two-Voice Poem Templates

http://www.readwritethink.org/files/resources/lesson_images/lesson391/two-voice.pdf

<http://fpcbulldogs.com/sites/default/files/>

[two_voice_poem_instructions_and_samples_copy.pdf](#)

When the partnerships have finished their poem, they will record their poem using iMovie. The completed iMovie version of their poem will be uploaded to the school's youtube account. When all groups have finished students will watch each group's video and complete a Google Form review.

<https://docs.google.com/a/4rhuskies.org/forms/d/1OLItkPJsOtwb27jhfcnlBhPeoia0zzmwknWKXqxke0/edit>

REFLECTION & CLOSURE (15 MINUTES)

- Exit slips (to be posted on bulletin board) using the suggested prompts:
- What I realized today was...
- What I noticed about Frederick Douglass/Abraham Lincoln was...

ASSESSMENT

Rubric

- Content reflects the voice of each person
- Historical accuracy
- Contains a clear understanding of each man's view of emancipation
- <http://community.berea.edu/lincoln/eighth/Rubric.pdf> (example rubric)