

Images of Slavery and the Underground Railroad

Overview: In this lesson students will view and analyze several images that depict slavery and the Underground Railroad. Students will be encouraged to look deeply at the both the subjects in the image and the artist's intention in creating the piece. As a final assessment students will create a narrative that describes the events and subjects of the image.

Narrative:

Images from the Library of Congress

1. The underground railroad / Chas. T. Webber. 1893
2. Slavery is dead(?) / Th Nast.
3. Free! Stephens, H. L. (Henry Louis), 1824-1882, artist
4. United States slave trade, 1830
5. The fugitive's song, Boston : Published by Henry Prentiss, 1845.
6. Lincoln- "I'm sorry to have to drop you, Sambo, but this concern won't carry us both!" 1861
7. Effects of the Fugitive-Slave-Law, New York : Publ. by Hoff & Bloede, 1850.
8. Emancipation / Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia.
9. In the Swamp, Stephens, H. L. (Henry Louis), 1824-1882, artist
10. Gordon as he entered our lines. Gordon under medical inspection. Gordon in his uniform as a U.S. soldier, 1863
11. John A. Logan in 1859 / Gillam.
12. Contrabands on Mr. Foller's farm, Cumberland, May 14, 1862. Gibson, James F., b. 1828, photographer

Objectives:

- *Analyze primary sources from the Underground Railroad period in American History.
- *Gain insight on the power of images as primary sources in understanding the sentiment of the time period.
- *Use creative writing skills to create a narrative that describes the subjects of a chosen image.

Time Required: Three class periods

Grade Level: This lesson is intended for a middle school Social Studies classroom. The lesson can be modified for other grade levels.

Standards and Benchmarks:

Michigan Department of Education

8 – U4.2.2 Explain the ideology of the institution of slavery, its policies, and consequences

8 – U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the

Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.

8 – U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan’s role in the Underground Railroad) and effects of their actions before and during the Civil War.

Common Core Standards

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

***Direct links to the images from the Library of Congress**

1. <http://www.loc.gov/pictures/item/98510370/>
2. <http://www.loc.gov/pictures/item/93507943/>
3. <http://www.loc.gov/pictures/item/93505065/>
4. <http://www.loc.gov/pictures/item/2008661746/>
5. <http://www.loc.gov/pictures/item/2008661459/>
6. <http://www.loc.gov/pictures/item/2003668332/>
7. <http://www.loc.gov/pictures/search/?q=slavery+united+states&sp=7>
8. <http://www.loc.gov/pictures/item/2004665360/>
9. <http://www.loc.gov/pictures/item/93505069/>
10. <http://www.loc.gov/pictures/item/89716298/>
11. <http://www.loc.gov/pictures/item/2012645248/>
12. <http://www.loc.gov/pictures/item/2011646155/>

Lesson Sequence:

Day One:

Introduce students to the prints and photographs using the power point presentation on the resources page.

Encourage discussion of each image.

1. Are the people in the images presented in a positive or negative way? Why?
2. Is this a photograph or a drawing? How can you tell?
3. What message is the artist trying to portray with this image?
4. Is there a political message in this image?
5. What are the similarities and differences of these images?

Allow students to ask questions and draw their own conclusions from each image.

Day Two:

Review the discussion from the power point presentation that engaged the students the previous day.

Ask students to choose one of their favorite images. They may choose something that surprised them or that they would like to learn more about.

Using the analysis sheet attached, ask students to analyze the image they chose. You may also use the Teacher's Guide to Analyzing Prints and Photographs available here:

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

Ask students to share their findings with others at the end of class.

Day Three:

Students will review their image and analysis sheet from the previous day.

Ask students to think deeply about their image, using both their analysis sheet from the previous day and their knowledge of slavery and the Underground Railroad.

Students will write a narrative from the perspective of one of the subjects in the image using the rubric attached. Students should be encouraged to include as much historical perspective and factual evidence as possible.

ANALYZING IMAGES FROM SLAVERY AND THE UNDERGROUND RAILROAD

Name _____

- 1. The title of this image is:**
- 2. Describe what you see.**
- 3. What do you notice first?**
- 4. What people or objects are shown? How are they arranged?**
- 5. What is the physical setting?**
- 6. What, if any, words do you see? What other details are present?**
- 7. When do you think this image was made?**
- 8. If someone were depicting this scene today would it be the same or different? Why?**
- 9. What does the image make you wonder about.....
Who? What? When? Where? Why? How?**

Story Writing : Creating an Image Narrative

Student Name: _____

CATEGORY	4	3	2	1
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.

