

MEET ANTHONY BURNS

Big Ideas of the Lesson



Enslaved African Americans resisted their condition of slavery

Students identify how citizens make a difference in each others' lives

Lesson Abstract: (summary of main points)

Anthony Burns was a fugitive slave whose arrest and trial under the *Fugitive Slave Act of 1850* touched off riots and protests by abolitionists and citizens of Boston in the spring of 1854. The document for this lesson is a print showing a bust portrait of the twenty-four year old Burns surrounded by scenes from his life. Students will analyze the photo to sequence events in the life of Anthony Burns and construct a timeline demonstrating said knowledge.

Content Expectations or Standards

- Students will use the document to determine and describe the resistance of enslaved people and the effects of resistant actions.
- Students will describe how the *Fugitive Slave Act* increased tension between Northerners and Southerners.

Integrated GLCEs

General Knowledge, Processes, and Skills for Grades 5-8 Social Studies

- P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

USHG ERA 4 Expansion and Reform (1792-1861) & USHG ERA 5 Civil War and Reconstruction (1850-1877)

- 8-U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders.
- 8-U5.1.5 Describe the resistance of enslaved people.

Michigan Content Standards and Draft Benchmarks (Middle School)

- Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction...
- Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction
- Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.
- Identify the responses of individual to historic violations of human dignity involving discrimination, persecution and crimes against humanity.

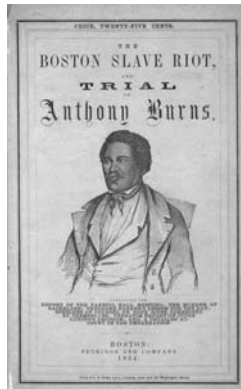
Key Concept(s) and Notable People		
Slavery	Community	Persuasive Speech
Abolitionist Movement	Citizen Involvement	Slavery and Resistance
Compromise of 1850 (Fugitive Slave Law of 1850)	Wendell Phillips	Rev. Leonard Grimes

Instructional Resources

Library of Congress website: www.loc.gov



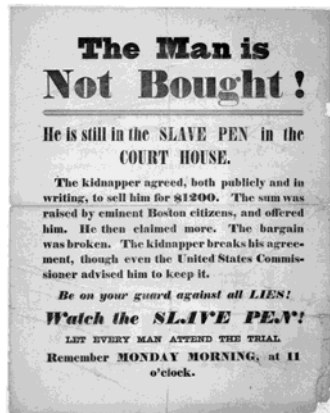
Anthony Burns print from the Prints and Photograph Division, American Memory Collection, LC-USZ62-90750



The Boston Slave Riot and Trial of Anthony Burns features a report of the Faneuil Hall meeting, the murder of an officer of the law named Batchelder, speeches of council on both sides, verbatim report of Judge Loring's decision and a detailed report of the embarkation



News picture used to illustrate the story of Anthony Burns' capture.



From the LOC *Printed Ephemera Home* urging citizens to attend the trial for Anthony Burns.

National Archives and Records Administration website: www.nara.gov

Photo analysis sheet from NARA (SEE ADDENDUM)

Public Broadcast Station Website Dedicated to Program Titled:
Africans in America www.pbs.org/wgbh/aia/part4



Copy of a painting titled, *The Rendition of Anthony Burns in Boston* by E. Benjamin Andrews. The painting shows Anthony Burns and Thomas Sims on their march through the streets of Boston to a ship that would carry them back to slavery in Virginia.



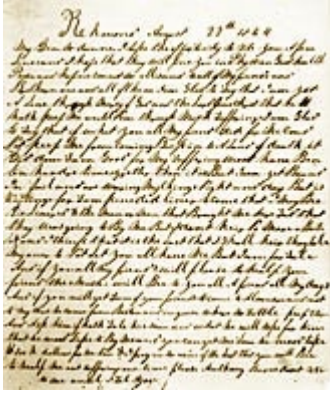
Broadside announcing the meeting at Faneuil Hall. Text of historical document: Anthony Burns spoke at a black church in New York in February of 1855. In this speech he gives his account of the capture.

Text of historical document: After the trial in which he was found a fugitive slave, his return to slavery, and the subsequent purchase of his freedom, Anthony Burns requested from his church in Virginia to be formally dismissed from the church and recommendation to help him join a new congregation. The church responded by sending him a copy of the *Front Royal Gazette*, which contained a notice stating that Burns had been excommunicated. An angry Burns answered with the text of this document.

Massachusetts Historical Society Website

Long Road to Justice: The African American Experience in the Massachusetts Courts

www.masshist.org/longroad/01slavery/burns.htm



Timeline of events in the trial of Anthony Burns
Handwritten letter from Anthony Burns to Richard Henry Dana, Jr., in which Burns implores his Massachusetts supporters to buy his freedom



Photo of Rev. Leonard Grimes who led the efforts to raise money for the purchase of Anthony Burns' freedom.



Copy of the check used for the purchase of Anthony Burns.

Student Resources

See Bibliography:

Items from Library of Congress website have explanations for the user

Teacher Resources

See Bibliography:

Items from the Library of Congress website have explanations for the user.

Items from the PBS website contain a teacher's guide

Lesson Sequence

1. Review with students the provisions in the Fugitive Slave Act of 1850.
2. Provide the students with a brief retelling of Anthony Burn's story.
3. Provide each student with a copy of the Anthony Burns print from the Library of Congress' American Memory collection.
4. Supply each student with a copy of the Photo Analysis Worksheet from the National Archives and Records Administration.
5. Following the directions on the sheet, students will study the print for two minutes to come up with an overall impression.
6. Students will then be asked to look at the print in quadrants, study each section to see what new details become visible.
7. Students will use the chart on their photo analysis sheet to list people, objects, and activities shown in the print.
8. Based on what has been observed, students will then list three thoughts about what might be inferred from this print.
9. Students will respond to the following: What questions does this photograph raise in one's mind?
10. Students will suggest places to find answers to the questions that were raised in #9.
11. Students will seek answers to the questions they raised about the Anthony Burns print.
12. As a culminating activity, students can produce a timeline of events in the short life of Anthony Burns (power point, roll of paper, poster...)
13. As an option, students can provide a retelling of the Anthony Burns story (story, play, power point...and identify key characters from the Anthony Burns story.

Assessment

The timeline project created as a culminating activity can be used as an assessment as well as the completion of the NARA photo analysis sheet. (see rubric)

Student responses to the questions they raised will be evaluated for completeness.

Extension Activities

1. Use of the documents presents several opportunities for students to put themselves in the place of Anthony Burns to rewrite Burns' appeal to the citizens of Boston, or design their own broadsides to encourage citizens to rescue him, to buy his freedom, or to attend meetings.
2. Students can draw their own pictures to illustrate events in the life of Anthony Burns.
3. Students can complete additional research can be done to learn of and present the story of other persons whose lives were affected by slavery, efforts to escape, recapture...
4. Living in Detroit which served as a stop on the Underground Railroad, there exists many stories of persons who traveled the Michigan Freedom Trail (Thornton and Lucy Blackburn, et.al.). These stories provide opportunities to find local connections to the Anthony Burns story.
5. Since many runaways were going to Canada, one can map, research or visit Canadian communities where escapees fled.
6. Mock trials for Anthony Burns will have students arguing for or against returning runaways to slavery.
7. Persuasive speaking or writing can be emphasized as students take a stand for or against returning runaways to their former owners. This could include creating a broadside poster.
8. In the African – Centered setting, students can identify how persons practiced the Nguzo Saba (see the addendum) and name the principals that were practiced by Anthony Burns and those who assisted him. Posters could then be made to show the principals that were put into practice.

MEET ANTHONY BURNS A Bibliography

Hamilton, Virginia, Anthony Burns: The Defeat and Triumph of a Fugitive Slave.
NewYork:Random House, 1993.

Library of Congress www.loc.gov

Massachusetts Historical Society. www.masshist.org

Michigan Freedom Trail www.michigan.gov/hal/0,1607,7-160-17445_19273_45184---,00.html

National Archives and Records Administration. www.nara.org

Public Broadcast Stations. www.pbs.org/wgbh/aia/pt4

THE NGUZU SABA

Kwanzaa celebrates what its founder, Maulana Karenga, called "The Seven Principles of Kwanzaa," or *Nguzo Saba*. "The Seven Principles of Blackness," which Karenga said "is a communitarian African philosophy" consisting of what Karenga called "the best of African thought and practice in constant exchange with the world." These seven principles comprise *Kawaida*, a Swahili term for tradition and reason. Each of the seven days of Kwanzaa is dedicated to one of the following principles, as follows:

- **Umoja** (Unity) To strive for and to maintain unity in the family, community, nation and race.
- **Kujichagulia** (Self-Determination) To define ourselves, name ourselves, create for ourselves and speak for ourselves.
- **Ujima** (Collective Work and Responsibility) To build and maintain our community together and make our brothers' and sisters' problems our problems and to solve them together.
- **Ujamaa** (Cooperative Economics) To build and maintain our own stores, shops and other businesses and to profit from them together.
- **Nia** (Purpose) To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.
- **Kuumba** (Creativity) To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.
- **Imani** (Faith) To believe with all our heart in our people, our parents, our teachers, our leaders and the righteousness and victory of our struggle.

Acceptance of Student Responses

Students should be able to explain why a certain character is chosen for the principal selected. Examples of responses are:

Anthony Burns or Boston's citizens could represent faith or imani because of belief in their struggle and its eventual victory.

Ujima or collective work and responsibility are represented by the citizens of Boston who came to the aid of Anthony Burns.

Kujichagulia or self determination is represented by Anthony Burns who chose to not accept being a slave. He left that life and started anew as a free man.

MEET ANTHONY BURNS – TIMELINE RUBRIC

CATEGORY	4	3	2	1
Spelling and Capitalization	Spelling and capitalization were checked by another student and are correct throughout.	Spelling and capitalization were checked by another student and were mostly correct.	Spelling and capitalization were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Readability	The overall appearance of the timeline is pleasing and easy to read.	The overall appearance of the timeline is somewhat pleasing and easy to read.	The timeline is relatively readable.	The timeline is difficult to read.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or to compare events.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.