



JUMP TO FREEDOM: SLAVERY AND HARPERS FERRY

INTRODUCTION

The abolitionist John Brown led a raid on the arsenal at Harpers Ferry in October 1859. His intent for the raid was to acquire weapons to start a slave uprising throughout the South. Five of the 21 men involved in the raid were African American, two of whom are highlighted in the vodcast used in this lesson. John Anthony Copeland and Lewis Leary, both free African Americans, participated in the raid to hopefully put an end to the brutality of slavery.

LEARNING OBJECTIVES

At the end of this lesson plan middle school students will be able to:

- Analyze primary source documents
- Describe what life was like for slaves
- Explain why African Americans participated in John Brown's Raid

GUIDING QUESTIONS

- What was life like for slaves in the South?
- Why would African Americans risk their lives to fight along with John Brown?

LEARNING STANDARDS

This lesson is compatible with:

- *Virginia Standard of Learning USI.8d*—The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by identifying the main ideas of abolitionist and women's suffrage movements.
- *Virginia Standard of Learning USI.9a*—The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the cultural, economic, and constitutional issues that divided the nation.
- *College, Career, and Civic Life (C3) Framework for Social Studies State Standards D2.His.3.6-8*—Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- *C3 Framework for Social Studies State Standards: D2.His.14.6-8*—Explain multiple causes and effects of events and developments in the past.
- *C3 Framework for Social Studies State Standards: D2.His.15.6-8*—Evaluate the relative influence of various causes of events and developments in the past.

PREPARATION INSTRUCTIONS

Resources:

- *Jump to Freedom: Slavery in Harpers Ferry* vodcast from the Harpers Ferry Project
<http://www.youtube.com/watch?v=PvYXKHRKPvU&list=PL4563DC2D9C038FF1&index=5>

Equipment and Handouts:

- Equipment to screen vodcasts (computer, project, etc.)
- *Vodcast Analysis* worksheet

- *Primary Source Analysis* worksheet
- *Slave Auction* primary source worksheet

VODCAST DESCRIPTIONS

- *Jump to Freedom: Slavery in Harpers Ferry*: Students from Harpers Ferry Middle School interpret the history of slavery at Harpers Ferry and the quest for freedom, including the African Americans who were part of John Brown's 1859 Raid.

LESSON ACTIVITIES

Activity 1

Pretest/Warm up: Primary Source Analysis: Students will analyze the *Slave Auction* primary source with close reading skills as they complete the Primary Source Analysis worksheet. Analysis of the image will broaden student awareness of the treatment of slaves in the United States prior to the Civil War. Slaves were treated as property, being bought and sold regardless of family ties. Husbands, wives, mothers, fathers and children were separated and most never saw one another again. This is an example of the type of cruelty that drew men like Copeland and Leary to join John Brown's raid on Harpers Ferry.

Activity 2

Vodcast Viewing: *Jump to Freedom: Slavery and Harpers Ferry*: Students will watch the vodcast, *Jump to Freedom: Slavery and Harpers Ferry*, which is an interpretation by students of primary source documents. Students will answer questions in the top three boxes on the *Vodcast Analysis* worksheet during viewing. Students should discuss with each other their impressions of the video before moving on to Activity 3.

Activity 3

Vodcast Analysis: Students may work individually or in pairs to answer the remaining questions on the *Vodcast Analysis* worksheet. Teacher leads whole class discussion of answers.

Activity 4

The Summative Assessment: Journal Entry: Students will be assessed on their understanding of why African Americans joined the raid at Harpers Ferry by writing a journal entry from the perspective of a 19th-century observer (enslaved or free). They will need to include answers to the Guiding Questions:

- What was life like for slaves in the South?
- Why would African Americans risk their lives to fight along with John Brown?

Extending the Lesson

The Journey Through Hallowed Ground Partnership's educational program, *Of the Student, By the Student, For the Student*®, offers additional student-created content on the Civil War at the YouTube channel "Take the Journey." <http://www.youtube.com/user/TakeTheJourney/videos?view=1>

Extended content includes student created vodcasts for:

- Battle of First Manassas
- Battle of Second Manassas
- Battle of Balls Bluff
- Harpers Ferry
- Battle of Antietam
- Chesapeake and Ohio Canal
- Battle of Gettysburg
- Battle of the Wilderness and the start of the Overland Campaign

For additional information on the Journey Through Hallowed Ground Partnership's educational programs and resources, please contact us at:

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*Slave Auction
Primary Source*



Primary Source Analysis

Directions: Answer the following questions to help you analyze the *Slave Auction* primary source.

Close Reading	“Slave Auction”
What do you see?	
What questions do you have?	
What do you know?	

Sourcing	“Slave Auction”
What decade do you think this source is from?	
What can you learn from the author’s or artist’s point of view?	

Contextualizing	“Slave Auction”
What relevant or significant events came before or after this document?	
Who is the audience?	

Corroborating	“Slave Auction”
How does the document support the podcast?	

Vodcast Analysis

Vodcast Viewing Directions: As you are watching the vodcast *Jump to Freedom: Slavery and Harpers Ferry*, answer the following questions in the boxes below.

What do you see?

What do you know?

What questions do you have?

Vodcast Analysis Directions: After having viewed *Jump to Freedom: Slavery and Harpers Ferry* vodcast, answer the questions in the spaces provided.

1. Explain what this vodcast is about:

2. What types of primary sources were used?

3. How do those sources corroborate (support) the story the students are telling?

4. Is the vodcast a good interpretation of history? Why or why not?

5. Do you think this vodcast is an effective way to learn about slavery in America? Why or why not?

6. How would you present the information differently?
