

Participant Lesson Plan

Title: John Brown a Hero?

Grade Level: 3-5

Time Frame: 7 class periods

Subject: Social Studies

Historical Era: Era 5: Civil War and Reconstruction (1850-1877)

Primary Source Format(s): Photographs, Maps, Newspapers, Letters, Song

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School District: Waynesburg University

National Center for History in the Schools Historic Era:

Era 5: Civil War and Reconstruction (1850-1877)

West Virginia Academic Standards:

- SS.S.03.05-
 - Use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data, and identify and interpret artifacts and primary and secondary source documents to understand events in history.
 - Examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the World.
 - Discuss the historical significance of major events, people and their contributions to the United States (Civil War, John Brown).
 - Explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others by interpreting ideas and events from different historical perspectives.

Materials:

- Journal and a Pencil
- Packet of Pictures (one per group or one per student)
- Crayons and Constriction paper
- Student workbook
- Overheads
- Primary Source Documents

Objectives:

1. Discuss John Brown's raid on Harpers Ferry.
2. Analyze an article or letter to evaluate John Brown's raid on Harpers Ferry from the perspective of America in 1859.
3. Evaluate two photographs of John Brown and choose the best representation of him.
4. Write a descriptive obituary of John Brown from the perspective of an American citizen in 1859.
5. Analyze the lyrics to Patton's version of "John Brown's Body"
6. Evaluate John Brown's raid. Was it a success or a failure?

Learning Activities:**Focus Activity:**

- 1) Put kids into groups of 2-3 and give each student a workbook packet on John Brown. Have the students write their names on the front and inform them that you will be working on the packet through out the week and they will need them for each class. Have the students open to page one and examine the picture. Then have the students do the same to the picture on page two. Students will also have an opportunity to come up and look at different pictures of Harpers Ferry and others relating to John Brown. Do not tell the students anything about the pictures. Students should take time to look at the pictures and talk with their teammates about what they see and what they think might be going on in each picture. Students should have their journals and a pencil with them. Allow students 10-15 minutes to look through the pictures and take notes in their journals. Encourage kids to write down what they see and to write down any questions that come to mind.
- 2) Kids should return to their seats and share some of their thoughts and questions they had while looking at the different primary sources.

Inquiry Activity:**Days 1-3**

- 1) As a class, read the story of John Brown titled historical background of John Brown in the student workbook pages 3-4.

- 2) Place the photograph of John Brown without the beard on the overhead and ask students if they can make a connection. Then, place the photograph of Brown with the beard on the overhead. Students should now make a connection between the photographs in the primary sources to John Brown. One that was early in his life and one that was later in his life.
- 3) Ask students to look at their sources again. Based on their knowledge of Brown and the Civil War, ask students to discuss why each portrait was created the way it was at that time. How does the portrait reflect the thinking of that time period?
- 4) Students should once again return to their groups of 2 or 3, this time each group will be given a letter/speech/newspaper articles. Assign each group one of the written documents to read and analyze. Students should turn to the John Brown Guiding Questions Sheet in their workbooks page 3. The purpose is for the group of students to figure out what the author's view of John Brown was at the time of his raid on Harpers Ferry. Have students use their 2-color highlighting strategy while reading. (One color highlighter is used to indicate what students don't understand while the second color is used to confirm what they already know.) Allow 10-15 minutes for reading and discussion.
- 5) Come back as a class and have students discuss their reading. Go over each article and decide how the author felt about John Brown at the time of his raid.
- 6) Inform the students that they will write John Brown's obituary from the perspective of an American citizen in 1859. Present students with the following list of viewpoints: northern abolitionist, "average" northerner, southerner, or slave. Assign students a viewpoint to take while they write. They should include a description of Brown's raid, and a paragraph describing Brown as a person. They must also choose one of the portraits to place with their obituary that best represents the viewpoint they chose in writing the obituary. They should write their obituary on nice paper when turning it in.

Days 4-7

- 7) Display the overhead copy of "The John Brown Song". Give each child a piece of construction paper and crayons. Tell them that they will be hearing a song, and they are to draw on the paper whatever comes to their mind as they listen.
- 8) Play "John Brown's Body" and let students work in silence to draw and color the images that they feel or hear in their minds. When the song ends, allow a few minutes for students to finish up their pictures.
- 9) Ask students to partner up and share their pictures with a friend. Choose a few students with different perspectives of the song to share their pictures with the class.
- 10) Have students turn to the lyrics for John Brown's Body in their workbook pages 6-7. Tell students that they will be seeing the words to a song written in 1861. It is the same song they heard, although there are a few additional verses. Let students read with a partner using their two-highlighter strategy for reading. Allow 10-15 minutes.
- 11) Come back as a class and ask students if they made any connections between the lyrics and anything that they've been learning in social studies. Go over words students found to be difficult (bondage, undaunted, Old Virginny, traitor, oppression, etc.).

- 12) Replay the song John Brown, and have students listen carefully to the tune and musical components. Play the John Brown song one final time and have students use their lyric sheet and guiding questions sheet to illustrate a more accurate portrayal of the song.
- 13) Students then should turn in their workbooks to page 8 labeled Guiding Questions sheet for John Brown's Body Musical Composition. Work through these questions with the class until the students realize that the song was a military/patriotic song based solely on tempo, instrumentation, and expression.
- 14) Next, have students turn in their workbooks to page 9 called the Guiding Questions for John Brown's Body lyrics sheet. Students should pair up and work through these questions together.

Application Activity:

- 1) Coming back as a class one final time, have students turn in their workbooks to pages 10-13 that provide students with the historical background to the John Brown song.
- 2) Read and discuss the material together as a class.
- 3) Ask the students, "How did Northerners view John Brown's decision to raid Harpers Ferry? Do you feel that the South felt the same way? How do you think the words of the song show how the North felt about John Brown's raid?" How did the raid affect Virginia? What happened as a result?
- 4) Play the John Brown song again for the students and have them create another picture as they listen. Ask students to apply their knowledge about the song to their new pictures.
- 5) Students will then write in their journals about the difference between the first picture they drew and the second picture. Be sure they include what they have learned about John Brown and how the North viewed his raid in 1861. Also include a paragraph on if they feel the raid was successful why or why not.

Assessment:

There will be four assessments in this lesson:

- 1) John Browns Obituary
- 2) Students two visual representations of the John Brown Song
- 3) The students workbook will be collected at the end of the lesson for grading and completion
- 4) Student's journals will be collected to check for completion for written assignments during the lesson.

Assessment Tool(s):

John Brown's Obituary Rubric

Personal Voice: _____ (8 total points)

- The writer speaks in an engaging way. (4 points)
- The writer used the voice of a citizen in 1859. (4 points)

Historical Accuracy: _____ (20 total points)

- The writer includes a description of Brown's raid on Harpers Ferry. (4 points)
- The writer included a paragraph describing John Brown as a person. (4 points)
- The writer included a description of John Brown. (4 points)
- The writer includes an accurate picture of John Brown that best represents the viewpoint they chose. (4 points)
- The writing displays an accurate account of the events described. (4 points)

Logical Organization: _____ (8 total points)

- The writer gives reads a clear picture of the subject. (4 points)
- The writing has a beginning, middle, and end. (4 points)

Smooth Sentences: _____ (8 total points)

- The writing has a variety of sentence beginnings and lengths. (4 points)
- The writing is easy to follow and understand. (4 points)

Presentation: _____ (8 total points)

- The paper is neat and ready for sharing. (4 points)
- The paper is easy to read. (4 points)

Name and Viewpoint Chosen: _____ (8 total points)

4- Excellent

3- Good

2- Fair

1- Incomplete

TOTAL: 60 points

Song and Illustrations Assessment:

- Students Original Picture when hearing the John Brown song the first time (10 points)
- Students Second Picture after they have learned about the songs origins and have worked through the lyric and musical composition worksheets in the student workbook (20 points)
- Historical Accuracy in the second picture (10 points)

TOTAL = 40 points

Student Workbook:

- All students workbook pages are completed (20 points)
- Students had workbook for all class sessions (4 points per day) (28 points)
- Questions are answered in complete sentences (2 points)

TOTAL = 50 points



Student Journal:

- Students journals will be checked for completion, class notes, and written assignments (10 points for each of the assignments)



TOTAL = 30 points

Bibliographic Organizer

John Brown a Hero

Thumbnail Image	Title	URL
	<p>The last moments of John Brown</p> <p>The last moments of John Brown. Etching by Thomas Hovenden, 1885.</p> <p>Source: digital file from b&w film copy neg</p>	<p>http://www.loc.gov/pictures/item/2012648890/</p>
	<p>John Brown set out to end slavery by force</p> <p>John Brown - The martyr. Meeting a salve mother and her child ... on ... his way to execution Lithograph by Currier & Ives, 1870. Reproduction number: LC-USZC2-2703 (color film copy slide)</p> <p>Late on the night of October 16, 1859, John Brown and 21 armed followers stole into the town of Harpers Ferry, Virginia (now part of West Virginia), as most of its residents slept. They took 60 prominent locals hostage and seized the town's United States arsenal and its rifle works. Why? The men--among them three free blacks, one freed slave, and one fugitive slave--hoped to spark a rebellion of freed slaves and to lead an "army of emancipation." They wanted to overturn the institution of slavery by force.</p>	<p>http://www.loc.gov/pictures/item/2002707674/</p> <p>http://www.americaslibrary.gov/jb/reform/jb_reform_brown_1.html</p>

	<p>Harpers Ferry, setting of John Brown's raid</p> <p>John Brown Took Harpers Ferry Hostage October 16, 1859</p> <p>With the nighttime surprise, the raiders had the upper hand. But that didn't last long. By the next evening, the conspirators were holed-up in an engine house. The next day Colonel Robert E. Lee's troops stormed the building and Brown was caught. For his actions, he was quickly tried and convicted of murder, slave insurrection, and treason against the state and sentenced to death by hanging. He had lost two sons in the raid. But John Brown was willing to give everything, even his life, in the fight against slavery.</p>	<p>https://www.loc.gov/item/2007663026/</p> <p>http://www.americaslibrary.gov/jb/reform/jb_reform_brown_2.html</p>
 <p>John Brown Took Harpers Ferry Hostage October 16, 1859</p>	<p><i>Uncle Tom's Cabin</i>, another spark that ignited the Civil War</p> <p>Brown said the slave-holding community was, by its nature, in a state of war; thus drastic actions were necessary and justified. While helping to liberate slaves over the previous 10 years, he had become more and more aggressive. The Harpers Ferry raid inflamed the emotions of parties on both sides of the conflict.</p>	<p>http://www.loc.gov/exhibits/african/afam006.html#obj7</p> <p>http://www.americaslibrary.gov/jb/reform/jb_reform_brown_3.html</p>
 <p>John Brown Took Harpers Ferry Hostage October 16, 1859</p>	<p>Slavery supporters obstructed antislavery meetings with handbills like these in 1837</p> <p>John Brown's raid was perhaps the final spark that ignited the Civil War. Certainly the words he spoke at his death would be remembered:</p> <p><i>"Now, if it is deemed necessary that I should forfeit my life, for the furtherance of the ends of</i></p>	<p>http://hdl.loc.gov/loc.rbc/rbpe.11803000</p> <p>http://www.americaslibrary.gov/jb/reform/jb_reform_brown_4.html</p>

	<p><i>justice, and MINGLE MY BLOOD FURTHER WITH THE BLOOD OF MY CHILDREN, and with the blood of millions in this Slave country, whose rights are disregarded by wicked, cruel, and unjust enactments -- I say LET IT BE DONE.</i></p>	
	<p>John Brown. (Bust). Photograph of daguerreotype. Reproduction number: LC-USZ61-127 Digital ID: cph 3g11786 Source: digital file from color film transparency Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/2004669219/</p>
	<p>John Brown. (Three-quarter length). Photograph by Black & Bachelder, 1859. Reproduction number: LC-USZ62-2472 Digital ID: cph 3a06152 Source: b&w film copy neg. Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p>http://www.loc.gov/pictures/item/2009633567/</p>

 <p>JOHN BROWN SONG.</p> <p>1861</p>	<p>John Brown Song</p> <p>America Singing: Nineteenth-Century Song Sheets</p> <p>John Brown song. [n. p.] [n. d.]</p>	<p>https://www.loc.gov/item/amss002975/</p> <p>http://www.loc.gov/teachers/lyrical/songs/john_brown.html</p>
 <p>BATTLE HYMN OF THE REPUBLIC.</p> <p>BY MRS. JULIA WARD HOWE.</p> <p>1862</p>	<p>Battle Hymn of the Republic</p> <p>America Singing: Nineteenth-Century Song Sheets</p> <p>Battle hymn of the Republic. By Mrs. Julia Ward Howe. Published by the Supervisory Committee for Recruiting Colored Regiments. [n. d.]</p>	<p>https://www.loc.gov/item/amss.cw100430</p> <p>http://www.loc.gov/teachers/lyrical/songs/john_brown.html</p>
 <p>JOHN BROWN SONG</p> <p>GLORY HALLELUJAH</p> <p>1861</p>	<p>The John Brown song, or Glory hallelujah 1861 -- sheet music.</p> <p>Composer: William Steffe.</p>	<p>https://www.loc.gov/item/ih.100010494/</p>
<p>Historical Information on the John Brown Song</p>	<p>The song gathered new verses following the insurrection at Harper's Ferry, led by John Brown and carried out by a cadre of nineteen men on</p>	<p>http://cweb2.loc.gov/diglib/ih.100010494/0000003/default.html</p>

	<p>October 16, 1859.</p> <p>TITLE: The burning of the United States arsenal at Harper's Ferry, 10 P.M. April 18, 1861 / sketched by D.H. Strother. No known restrictions on publication. SUMMARY: Print shows the arsenal at Harpers Ferry in flames as soldiers and citizens carry away to safety the munitions that were stored there. MEDIUM: 1 print : wood engraving. CREATED/PUBLISHED: 1861. RELATED NAMES: Strother, David Hunter, 1816-1888, artist.</p>	<p>https://www.loc.gov/item/2004669988/</p>
	<p>"John Brown," An Address by Frederick Douglass, Harper's Ferry, West Virginia, May 30, 1881.</p> <p>Today in History: October 16 <i>That a man might do something very audacious and desperate for money, power or fame, was to the general apprehension quite possible; but...that nineteen men could invade a great State to liberate a despised and hated race, was to the average intellect and conscience, too monstrous for belief.</i></p>	<p>http://hdl.loc.gov/loc.rbc/lcrbmrp.t2309</p> <p>http://memory.loc.gov/ammem/today/oct16.html</p>
	<p>Address of John Brown to the Virginia Court, when about to receive the sentence of death, for his heroic attempt at Harper's Ferry to give deliverance to the captives, and to let the oppressed go free ... Boston. Printed by C. C. Mead, 91 Washin</p>	<p>http://hdl.loc.gov/loc.rbc/rbpe.06500500</p>

<p>Letters</p>	<p>Correspondence between Lydia Maria Child and Gov. Wise and Mrs. Mason, of Virginia.</p> <p>Child, Lydia Maria Francis, 1802-1880. CREATED/ PUBLISHED Boston, The American anti-slavery society, 1860. SUMMARY Abolitionist statements in the form of letters addressed to Governor Wise of Virginia on the occasion of John Brown's raid and arrest. Child criticizes Virginia's laws on race, and draws a rebuke from Wise. Included is a letter from John Brown to Child asking for financial help for his family, and an exchange of (hostile) letters between Child and a Virginia woman over the issues of Brown and slavery. NOTES Relates to the John Brown raid and the slavery question.</p>	<p>http://hdl.loc.gov/loc.rbc/lcrbmrp.t1701</p>
<p>Website discussing the trial of John Brown (Extension Activity)</p>	<p>John Curry, "The Tragic Prelude" (1937)</p>	<p>http://www.law.umkc.edu/faculty/projects/ftrials/johnbrown/brownhome.html</p>