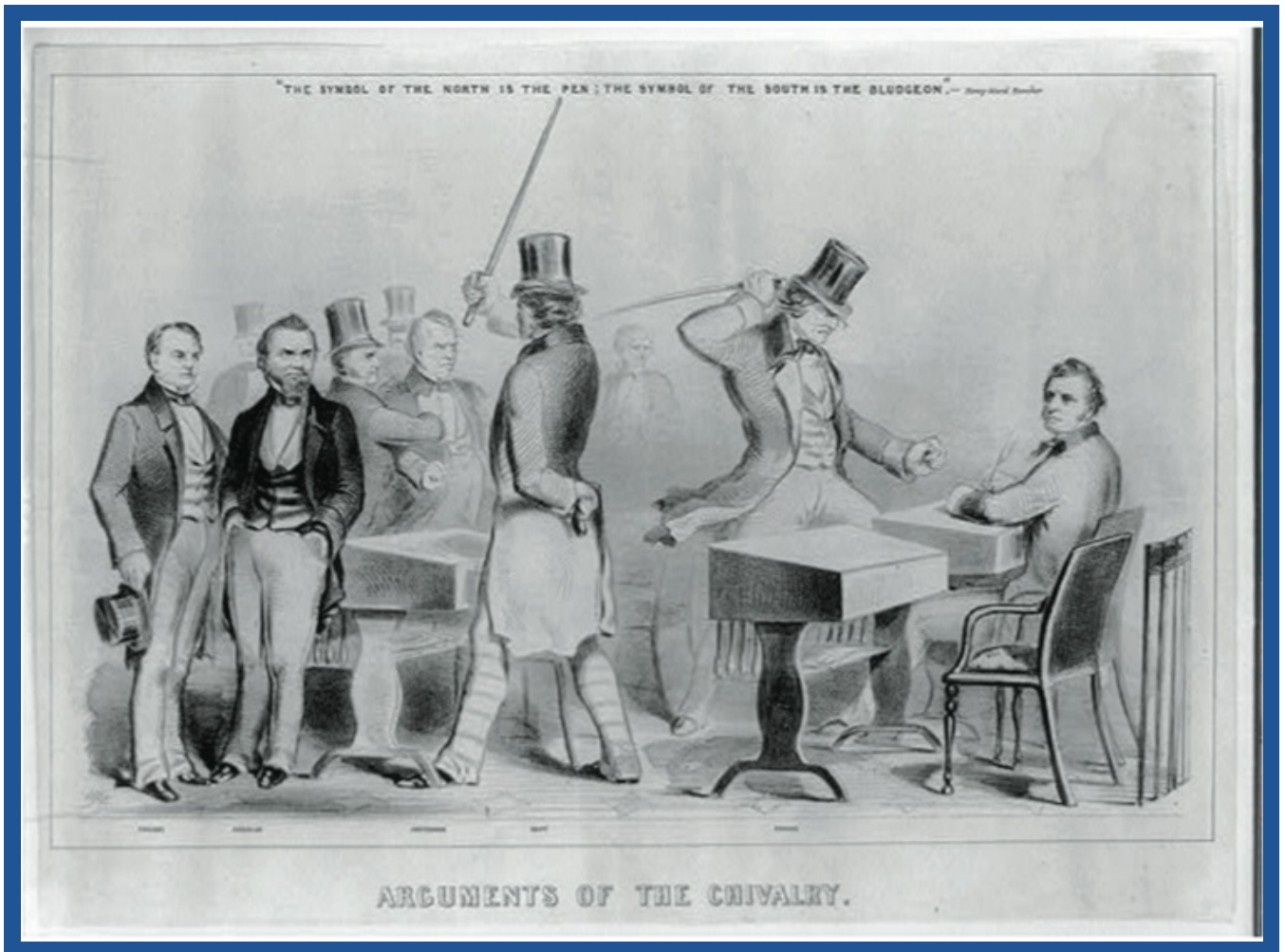


Did Charles Sumner deserve it?



Bufford, J.J. (1856). Argument of the Chivalry.

Supporting Questions

1. What happened to Charles Sumner?
2. What influenced Preston Brooks' action?
3. How did others take action against slavery?

3-5 Grade Teaching with Primary Sources Hub Charles Sumner and Preston Brooks Inquiry by C3 Teachers Development

Did Charles Sumner deserve it?	
Inquiry Standard	D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
Staging the Compelling Question	Discuss the meaning of word "deserve."

Supporting Question 1	Supporting Question 2	Supporting Question 3
What happened to Charles Sumner?	What influenced Preston Brooks' action?	How did others take action against slavery?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Use the sources to create a graphic organizer KWLQ (What do you know? What do you want to know? What did you learn? What questions do you have?).	Write a one paragraph description to explain the influences on Brooks' actions.	List and rank ways in which Brooks and Sumner could have taken action differently.
Featured Sources	Featured Sources	Featured Sources
Source A: Liberty for All? A History of US - 2003 Source B: Argument of the Chivalry 1856	Source A: "Outrage" Handbill 1837 Source B: Letter to Governor James Hamilton From Governor John Floyd November 19, 1831 Source C: Majority Opinion in Dred Scott v. Sandford U.S. Supreme Court 1857	Source A: Address to Virginia Court Before Death Sentence John Brown 1859 Source B: Sermon on the Fugitive Slave Bill Reverend Nathaniel Colver October 20, 1850 Source C: Underground Railroad The New Book of Knowledge 2012

Summative Performance Task	<p>ARGUMENT Students will write a fully developed essay answering the big idea question of whether Charles Sumner deserved to be attacked. By this point in the investigation, students have discovered what happened to Charles Sumner as well as the larger context in which the pro- and anti-abolition actions were taking place. The argumentative task requires students to take a stand on the question, but it also allows for multiple interpretations.</p>
	<p>EXTENSION Given the argument made in response to the compelling question, students can illustrate or describe a different path that might have been taken by Sumner and Brooks as well as other involved in the debate over slavery.</p>
Taking Informed Action	<p>UNDERSTAND Research a current event with starkly competing views that are similar in tone to the disagreements over slavery (e.g. climate change, government funded healthcare, immigration policies) and determine the cause of those supporting views.</p> <p>ASSESS Determine the ways in which the things learned in the investigation relate to current events and can be shared with others.</p> <p>ACTION Depending on their decisions guarding their assessment of how to share, students should present arguments on both sides of their selected topics to an audience outside the classroom.</p>

Inquiry Description

The Compelling Question for this inquiry asks, “Did Charles Sumner deserve it?” Although the attack on Charles Sumner in the United States Senate is an event that is typically mentioned in elementary textbooks, Sumner is not as well known as some of the other antebellum activists (e.g., John Brown, John C. Calhoun, Harriet Tubman, Nat Turner). That said, the notion of whether Sumner deserved to be attacked as a compelling question, is one that is provocative, engaging, and worth spending time on. This compelling question is not intended to be a justification of violence or nonviolence; rather, it is to serve as the appealing entrance into historical inquiry for students. While the question of violent versus nonviolent means is an interesting one, the teacher may need to refocus students on the historical inquiry at hand if students want to debate violent vs. nonviolent methods. The compelling question sets the stage for the supporting questions and then provides the basis for the summative performance task.

Students will have various degrees of historical background knowledge and the timing of the module implementation matters. If this module is implemented prior to instruction on abolition, the teacher may need to provide additional historical context to clarify the issues at hand (for example, Bleeding Kansas, slave revolts, etc.). Most elementary textbooks will provide sufficient background on these events. In addition, a source used for Supporting Question 1 from Joy Hakim’s *A History of US, Volume 5* as well as a source for Supporting Question 3 from *The New Book of Knowledge* provide useful contextual information for students and is written at a suitable complexity for 5th grade students. If the teacher implements this module towards the end of instruction about abolition, students may already have an understanding of the necessary historical context.

Structure

This inquiry integrates Common Core reading and writing standards into social studies instruction. It draws upon texts from Common Core ELA Appendix B and the Library of Congress and culminates in an argumentative essay that utilizes the Literacy Design Collaborative’s Template Task Collection. By completing this module, students will build their social studies content knowledge as well as their reading and writing skills. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading and Writing Standards throughout the inquiry.

Supporting questions focus on content, details, and ideas that address component elements of a compelling question. The formative performance tasks provide students with an opportunity to examine the historical sources as they work toward the summative assessment. The included sources should help direct students to think historically about the question. In this case, the attack on Charles Sumner is the example through which students will examine abolitionist actions and pro-slavery reactions in a broader sense. Using a specific incident to frame the module will help anchor students’ understanding as they examine the accompanying primary and secondary sources and complete the module tasks along the way.

As noted throughout the narrative, we suggest that teachers lead students in developing a timeline. As they read and analyze each source, students should place it on the timeline. In this way, they organize their thinking chronologically and can glean additional insight from the order in which the documents actually were produced.

In the Common Core ELA Pedagogy Guide, we provide guidance for helping your students source the documents. To meet the Common Core ELA Reading & Literacy in History/Social Studies Standards, students are expected to read texts deeply, drawing out key ideas, details, and inferences to build their understanding of the historical text. This guide helps students gather and organize evidence from the texts as well as helping them synthesize the readings as they write their argumentative essay.

Staging the Compelling Question

Compelling Question	Did Charles Sumner deserve it?
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Staging the compelling question

The compelling question ask whether Senator Charles Sumner "deserved" to be beaten, almost to death, by Preston Brooks. Of course, no one would argue that Brooks was within his legal or moral rights when he assaulted Sumner. The question really is asking students to examine the discord that was churning the Senate and the country in 1856. In discussing the meaning of the word deserve, teachers can help fine-tune students' thinking about the actions of Preston Brooks asking follow up questions such as; Is the word deserve positive, negative, or both? When do we know whether people deserve something?

Supporting Question 1

Supporting Question	What happened to Charles Sumner?
Formative Performance Task	Use the sources to create a graphic organizer KWLQ (What do you know? What do you want to know? What did you learn? What questions do you have?).
Featured Sources	<ul style="list-style-type: none">• Source A: Liberty for All? A History of US - 2003• Source B: Argument of the Chivalry 1856

Answering the first supporting question helps students understand the specific incident at the center of this module, the attack on Sumner. Students will use the provided documents: (A) an excerpt from Joy Hakim’s *The History of US*, which is a suggested text from the Common Core ELA Standards’ Appendix B; and (B) a political cartoon housed on the Library of Congress’ website, to explain what happened to Sumner. This selection of historical sources provides both a primary and secondary source to help students examine the attack on Charles Sumner. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

Formative Performance Task

As they read about Charles Sumner and analyze the political cartoon, students should discuss what happened to Sumner in small groups. It might be beneficial for students to keep a written log of their ideas, perhaps through the use of a KWLQ graphic organizer on which they record what they know about Sumner and abolition, what they want to know, what they learned, and questions they still have. Students would complete the K and W columns of the graphic organizer prior to reading and the L and Q columns as they read/after they read. If this module is introduced before students have learned about slavery and the abolition movement, the teacher should provide more historical background at the outset of the module.

Supporting Question 1

Featured Source A

Liberty for All? A History of US - 2003

Excerpt

...back in Washington, D.C., the abolitionist senator Charles Sumner stood up in Congress and spoke for two days. Congressional debate usually follows rules of good manners. It makes sense to be polite, even to people you don't like. Sumner didn't consider that. He called the Missourians "murderous robbers" and "hirelings picked from the drunken spew and vomit of an uneasy civilization." That was just for a starter. Then he managed to insult South Carolina's Senator Andrew P. Butler, and he even talked of South Carolina's "shameful imbecility." It was not the kind of speech that could lead to compromise or the working out of problems. But no one expected what happened next.

Two days later, Preston Brooks, who was a cousin of Andrew Butler, walked into the Senate. He walked right up to Charles Sumner, who was seated at his desk, and began beating him on the head with a gold-topped cane. Sumner's legs were trapped under the bolted-down desk, and he couldn't move. He was almost killed. He was absent from the Senate for three years after that because of his injuries. The Richmond [Virginia] Enquirer praised Brooks's [sic] action and said,

"the vulgar Abolitionists...must be lashed into submission." Brooks received new canes from all over the South.

That wasn't all; there was more to come...

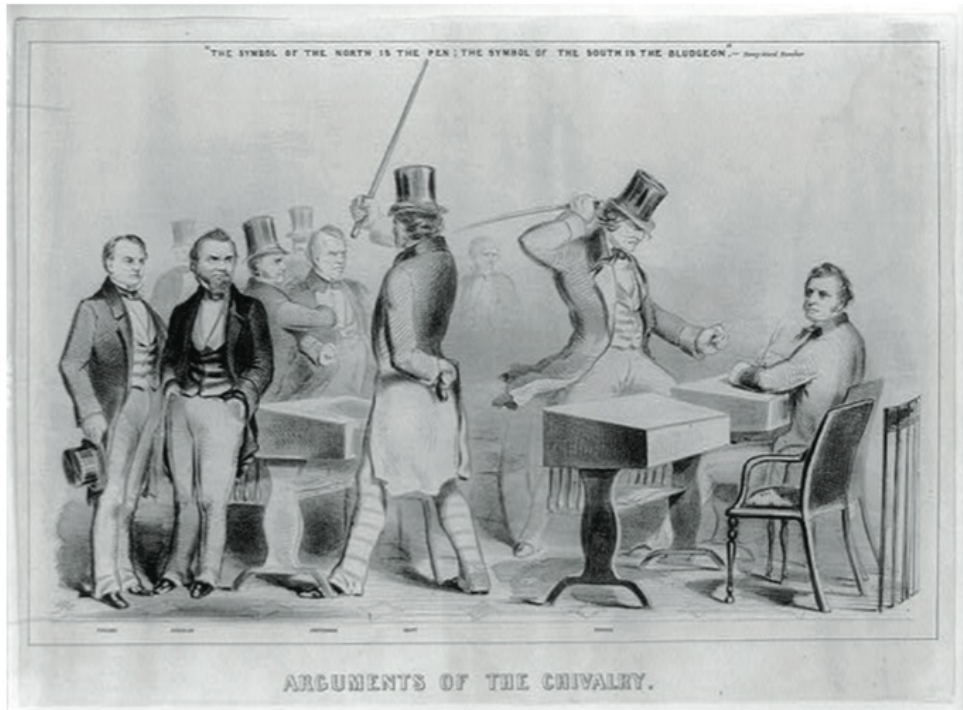
Source:

Hakim, J. (2003). A history of US (Vol. 5, pp. 184-185). New York, NY: Oxford University Press.

Supporting Question 1

Featured Source B

Argument of the Chivalry 1856



"The symbol of the North is the pen; the symbol of the South is the bludgeon"
~ Henry Ward Beecher

[Beecher was a preacher who was also an outspoken and active abolitionist. He raised money to buy weapons for those fighting against slavery in Kansas and Nebraska, and also to help the North in the Civil War.]

Bufford, J.J. (1856). Argument of the Chivalry.

Supporting Question 2

Supporting Question	What influenced Preston Brooks' action?
Formative Performance Task	Write a one paragraph description to explain the influences on Brooks' actions.
Featured Sources	<ul style="list-style-type: none">● Source A: "Outrage" Handbill 1837● Source B: Letter to Governor James Hamilton From Governor John Floyd November 19, 1831● Source C: Majority Opinion in Dred Scott v. Sandford U.S. Supreme Court 1857

The second supporting question begins to widen the scope of students' inquiry, looking beyond the attack on Charles Sumner to other historical aspects of the struggle for the abolition of slavery. The primary sources were selected to allow students to see another side of the abolition movement. The three primary sources are from the Library of Congress and include (A) a handbill encouraging anti-abolition activists to peacefully obstruct a pro-abolition meeting, (B) excerpts from a letter written by the governor of Virginia to the governor of South Carolina about the causes of the famous slave insurrection led by Nat Turner, and (C) excerpts from the majority opinion in the infamous Supreme Court case Dred Scott v. Sandford. By reading and analyzing these sources, students can begin to construct an understanding of the various actions those against abolition used to voice their perspectives and their attempts to sustain the practice of slavery. These sources provide several different perspectives that add to the violent attack on Sumner in the Senate: an explanation by a state government official on the causes of a slave revolt, a peaceful call to action for private citizens, and a federal judicial opinion. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

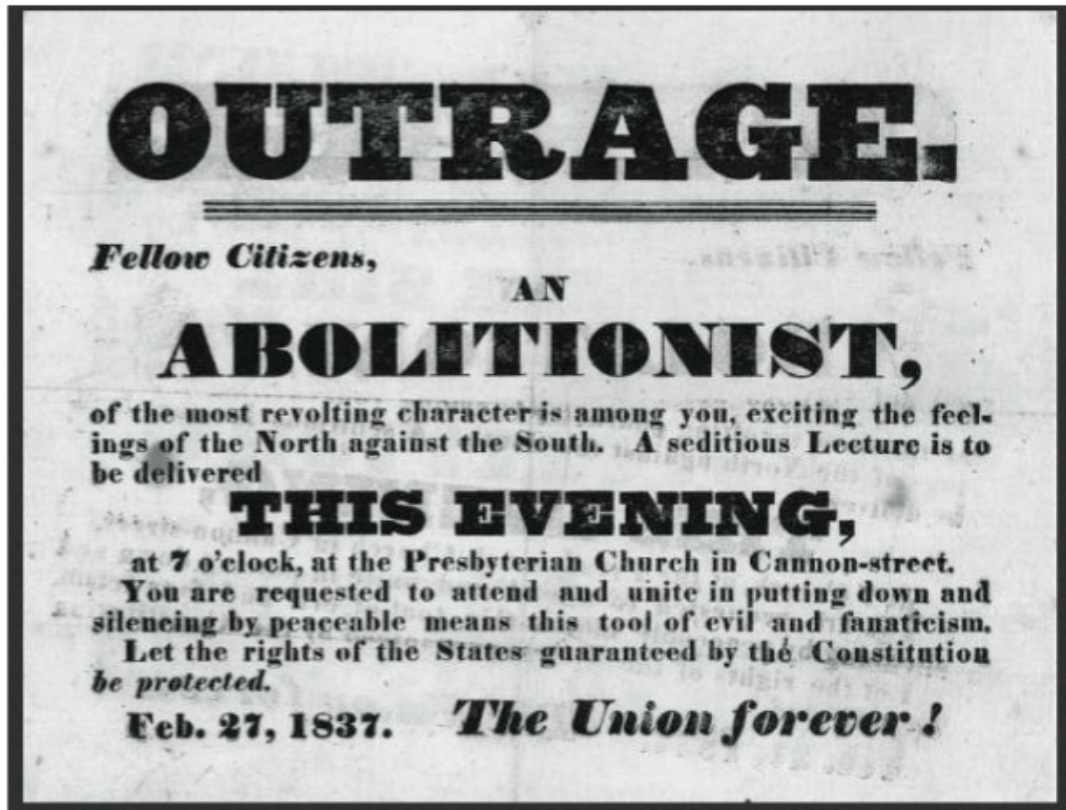
Formative Performance Task

After students read and analyze the sources, they will explain the influences on Brooks' action. Teachers could use this as an opportunity to have students practice expository writing independently by writing a one-paragraph explanation of the influences. Students should be encouraged to consider multiple reasons supporters of slavery were angered at abolitionist action. It may be helpful for students to have a graphic organizer or guiding questions to complete as they read the sources to help them organize their thinking prior to writing. Primary source analysis is a skill that students must practice with varying degrees of support from teachers and peers. For example, if students have a limited background in document analysis, teachers might use the Library of Congress primary source analysis tool. Continuing to place the sources on their timeline will also help students organize their thinking throughout the inquiry.

Supporting Question 2

Featured Source A

"Outrage" Handbill 1837



Outrage. Fellow Citizens, an abolitionist, of the most revolting [disgusting, awful] character is among you, exciting the feelings of the North against the South. A seditious [rebellious, not loyal] Lecture is to be delivered this evening, at 7 o'clock, at the Presbyterian Church in Cannon-street. You are requested to attend and unite in putting down and silencing by peaceable means this tool of evil and fanaticism [extremism]. Let the rights of the States guaranteed by the Constitution be protected. Feb. 27, 1837. The Union forever!

(1837) Outrage.

Supporting Question 2

Featured Source B

Letter to Governor James Hamilton From Governor John Floyd November 19, 1831

Excerpt

Dear, Governeor James Hamilton,

I am fully persuaded, the spirit of insubordination which has, and still manifests itself in Virginia, had its origin among, and emanated from, the Yankee population, upon their first arrival amongst us, but most especially the Yankee leaders and traders.

The course has been by no means a direct one. They began first, by making them [African Americans/ slaves] religious. Their conversations were of that character. Teaching the blacks, God was no respecter of persons. The black man was as good as the white. That all men were born free and equal. That they cannot serve two masters. That the white people rebelled against England to obtain freedom, so have the blacks a right to do...

-----alternative version-----

I am fully convinced that the spirit of rebellion that is popular in Virginia began with and came from, the Yankee population when they came to our land, especially the Yankee leaders and traders.

This did not happen all at once. First, they taught slaves about religion. They talked about Christianity. They taught the blacks that God did not respect persons [or their property]. They taught that the black man was as good as the white man. That all men were born free and equal. That they cannot serve two masters [God and their slave master]. That the white people rebelled against England to get their freedom, so the blacks have a right to rebel against the whites for their freedom...

Sincerely,
Governor John Floyd

Source:

Floyd, John (1831, November 19). Letter from Governor Floyd (VA) on Nat Turner revolt (1831).

Supporting Question 2

Featured Source C

Majority Opinion in Dred Scott v. Sandford U.S. Supreme Court 1857

Excerpt

The question is simply this: Can a negro, whose ancestors were imported [brought] into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities [protections], guaranteed by that instrument [the Constitution] to the citizen? One of which rights is the privilege of suing in a court of the United States in the cases specified in the Constitution...The question before us is, [whether the people described in this case make up] a portion of this people, and are constituent [basic] members of this sovereignty [country]? We think they are not, and that they are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument [the Constitution] provides for and secures to [protects] citizens of the United States. On the contrary, they were at that time considered as a subordinate [less important] and inferior class of beings, who had been subjugated [conquered] by the dominant race, and, whether emancipated [freed] or not, yet remained subject to their authority, and had no rights or privileges but such as those who held the power and the Government might choose to grant them.

Source:

Dred Scott v. Sandford (1857). Majority Opinion.

Supporting Question 3

Supporting Question	How did others take action against slavery?
Formative Performance Task	List and rank ways in which Brooks and Sumner could have taken action differently.
Featured Sources	<ul style="list-style-type: none">• Source A: Address to Virginia Court Before Death Sentence John Brown 1859• Source B: Sermon on the Fugitive Slave Bill Reverend Nathaniel Colver October 20, 1850• Source C: Underground Railroad The New Book of Knowledge 2012

The final supporting question continues the general examination of the abolition movement by describing multiple ways abolitionists acted against slavery beyond Charles Sumner’s speech in the U.S. Senate. Like the documents provided for the second supporting question, the two primary sources that accompany this question come from the Library of Congress and represent some of the different ways abolitionists took action; the secondary source is a suggested text from the Common Core ELA Standards’ Appendix B. The sources include (A) an excerpt from John Brown’s address to the Virginia Court before his execution and (B) an excerpt from a sermon by Reverend Nathaniel Colver encouraging disobedience of the Fugitive Slave Act, and (C) an excerpt about the Underground Railroad from The New Book of Knowledge. The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading Standards with these sources.

Formative Performance Task

After they read the provided texts, students should work in small groups to collaboratively review the ways abolitionists took action against slavery. Students may be encouraged to think about which methods were more/less effective and the role of the various actors (i.e., private citizens, churches, government officials) in the abolition movement. With guidance from the teacher, students should produce a written list and rank the ways both sides took action. This list will help students prepare for the culminating argumentative writing task, which they will complete independently.

Supporting Question 3

Featured Source A

Address to Virginia Court Before Death Sentence John Brown 1859

Excerpt

I have, may it please the Court, a few words to say.

In the first place, I deny every thing but what I have already admitted, of a design [plan] on my part to free Slaves. [I planned to free slaves without causing problems], as I did last winter, when I went into Missouri and there took slaves, without the snapping of a gun on either side, moving them through the country, and finally le them in Canada. I desired to have done the same thing again, on a much larger scale. That was all I intended. I never did intend murder, or treason, or the destruction of property, or to excite or incite [encourage] Slaves to rebellion, or to make insurrection [rebellion]. ...

This court acknowledges [recognizes] too, as I suppose, the validity [authority] of the Law of God. I saw a book kissed here which I suppose to be the Bible, or at least the New Testament, which teaches me that 'All things whatsoever I would that men should do to me, I should do even so to them.' It teaches me further, to 'Remember them that are in bonds, as bound with them.' I endeavored [tried] to act up to that instruction. I say, I am yet too young to understand that God is any respecter of persons [God does not show favoritism to different people]. I believe that to have interferred as I have done, as I have always freely admitted I have done, in behalf of his despised poor, I have done no wrong, but RIGHT.

Now, if it is deemed [decided to be] necessary that I should forfeit my life for the furtherance [going forward] of the ends of 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 [laws], --I say, LET IT BE DONE."

Source:

Brown, John (1859). Address of John Brown to the Virginia Court before death sentence (1859).

Supporting Question 3

Featured Source B

Sermon on the Fugitive Slave Bill Reverend Nathaniel Colver October 20, 1850

Excerpt

“We have urged [encouraged] disobedience to this law for the recapture of fugitive [runaway] slaves; and we have urged such disobedience, not as a capricious [thoughtless] resistance [pushing against] of some heavy burden [weight] imposed [forced] on us, but as a moral duty,—a duty solemnly [seriously] required of God, because this law requires us to violate [disobey] his law, and to stain ourselves with no ordinary guilt. And we urge it still. But let no one suppose [think] for a moment that we urge rebellion...And so we will not obey this wicked law...Every law of the land gives to all the privilege, the right, not to disobey it and be tried for treason, but to disobey it and receive its prescribed penalty [the punishment set for breaking the law]. If any one studiously refuse the former, but patiently submit to the latter, he is no rebel [if anyone refuses to obey the fugitive slave law but agrees to the punishment for breaking the law, he is not a rebel]...Do all in your power without violence to protect the fugitive from seizure [arrest], or to hide him from pursuit [people chasing him]. Hide him, feed him, comfort him in his peril [danger] and distress [suffering] with all the fidelity [loyalty], self-sacrifice and sympathy that you would if that poor, trembling fugitive from oppression were your Saviour, Jesus Christ; for it is for his chosen representative that you do it.”

Source:

Colver, Nathaniel (1850, October 20).The fugitive slave bill; or, God’s laws paramount to the laws of men.

Supporting Question 3

Featured Source C

Underground Railroad The New Book of Knowledge 2012

Excerpt

The Underground Railroad was not a railroad. It did not go underground. It was a secret network of refuge stations in the United States operated by Northern abolitionists. They helped runaway slaves escape from the South. Men and women—both black and white—were involved in the network.

The Underground Railroad ran for about 40 years, from the 1820s until the Civil War began in 1861. Over that period, rescuers helped some 40,000 fugitives. Many former slaves settled throughout the Northeast. But most ended up in Illinois, Indiana, or Ohio. Thousands also fled to Canada. Others escaped to Mexico, where slavery was abolished in 1829. A few went to British colonies in the Caribbean, where slavery was abolished in 1833.

Antislavery Laws

During the Civil War, the techniques of the railroad were put to another use. Southern blacks and pro-Union whites in Appalachia helped Union prisoners escape. They used the methods of the Underground Railroad to help the prisoners get back to the North.

In 1808, a U.S. law went into effect making it illegal to import any more slaves from Africa. This made the slaves already in the United States more valuable. To meet demand for field hands in the Deep South, slave traders roamed Maryland and Virginia buying up slaves.

The slaves were shackled, abused, and often separated from their families. They were auctioned off like livestock to farmers in Mississippi, Alabama, and Louisiana. But slaves heard of places in the North where slavery had been outlawed. More and more tried to escape.

The Railroad

According to legend, around 1831, a fugitive hunted by slave catchers suddenly vanished from sight. One of his pursuers grumbled, "He must have gone on an underground road." The saying caught on. Later, as a new form of transportation captured the public imagination, the word "railroad" was substituted for "road."

The "friends" who aided fugitives communicated in code. It was made up of railroad terms. Guides became "conductors." Hiding places were "stations" or "depots." Escape itself was referred to as "catching the next train." Conductors were warned when to expect the next "freight" or "package" so they could make preparations.

Sheltering escaped slaves was dangerous. Slave catchers were often quick on the heels of a runaway. Hostile neighbors sometimes reported suspicious activities. Sympathizers might accidentally betray the conductors. Slave catchers carried guns. And they knew how to use them.

The work became even more dangerous after the Fugitive Slave Law was passed in 1850. This law declared that anyone who helped a fugitive could be fined or imprisoned. The law infuriated abolitionists. And it strengthened the antislavery movement in the North.

Means of Escape

Fugitives generally moved at night. They hid during the day. Most slaves were on their own when traveling through the South. The North Star served as their only compass. When they got to the border, abolitionists could offer assistance. They would guide fugitives to the next station.

A favorite mode of deception was to hide a slave in a wagon under a heap of farm produce. Funeral processions were a means of getting a party of fugitives across a city. The closed carriages and long black veils provided perfect disguises. The methods of concealment were endless. One Virginia slave had a friend nail him into a box. The friend shipped him as freight to Philadelphia.

Vigilance Communities and Helpers

Abolitionists in Northern cities formed Vigilance Committees. Both blacks and whites were members. The committees gave protection to fugitives. They raised money for clothing, food, and shelter. They also helped with legal advice.

Ohio was well known for antislavery activities. In the evenings, friends would patrol the Ohio River. They searched for fugitives. They helped those who made it across. In Ripley, Ohio, the Rankin family put a welcoming beacon light in their window. It remained there every night for nearly 30 years.

Many blacks who escaped would return to the South to rescue family members and friends. Harriet Tubman was a slave who escaped from Maryland. She returned 19 times and brought out 300 fugitives. Among them were her own parents.

White Northerners went south to spread word of the Underground Railroad. They would casually drop word of escape in a black church. Some white Southerners also took part. But they faced great personal risks. Lewis Paine of Georgia spent five years in prison for helping a fugitive reach the Underground Railroad.

During the Civil War, the techniques of the railroad were put to another use. Southern blacks and pro-Union whites in Appalachia helped Union prisoners escape. They used the methods of the Underground Railroad to help the prisoners get back to the North.

Source:

"Underground Railroad." *The New Book of Knowledge*. Grolier Online, 2016. Web. 4 May. 2016.

Summative Performance Task

Compelling Question	Did Charles Sumner deserve it?
Argument	Students will write a fully developed essay answering the big idea question of whether Charles Sumner deserved to be attacked. By this point in the investigation, students have discovered what happened to Charles Sumner as well as the larger context in which the pro- and anti-abolition actions were taking place. The argumentative task requires students to take a stand on the question, but it also allows for multiple interpretations.
Extension	Given the argument made in response to the compelling question, students can illustrate or describe a different path that might have been taken by Sumner and Brooks as well as other involved in the debate over slavery.

Argument

It may be helpful for students if some additional structured pre-writing is provided for them prior to beginning the summative performance task. Students could work in small groups to try to synthesize their understanding of the multiple perspectives on abolition, participate in a jigsaw exercise to review the documents they have examined throughout the module, or work individually on a brainstorming activity. Prior to writing, students should also review their timeline, organizing the documents from the inquiry chronologically. When they are ready, students will be able to answer the question using support from any of the historical sources used throughout the module (and/or any classroom and/or library resources available). The Common Core ELA Pedagogy Guide provides examples of how to integrate Common Core ELA Reading and Writing Standards with the summative performance task.

Students' arguments could take any of the following lines:

- Sumner did not deserve to be attacked because abolition was an idea whose time had come
- Sumner could have avoided the attack if he had spoken out in a less incendiary manner
- Both abolitionists and anti-abolitionists used various methods to support their cause, so it is understandable that Sumner was attacked.

Students could find support for any of these arguments in the provided documents. Through their careful reading of the texts and their consideration in the module tasks, students will have come to a nuanced understanding of abolition enabling them to successfully complete the summative performance task.

Extension

Historical counterfactuals are particularly tricky, and this extension—by asking students to imagine a different past—would be no exception. But with careful guidance from teachers, student can be encouraged to creatively imagine alternative outcomes to encounters such as the one between Sumner and Brooks. Students may chose to create an illustration that portrays a different sort of encounter between Brooks and Preston on that fateful day in 1856 or they may write a counter-narrative to the events. Importantly students should describe how their account is different from what they understand to have happened in the past.

Taking Informed Action

Understand	Research a current event with starkly competing views that are similar in tone to the disagreements over slavery (e.g. climate change, government funded healthcare, immigration policies) and determine the cause of those supporting views.
Assess	Determine the ways in which the things learned in the investigation relate to current events and can be shared with others.
Action	Depending on their decisions guarding their assessment of how to share, students should present arguments on both sides of their selected topics to an audience outside the classroom.

To create an awareness of issues with competing views, and a knowledge of both sides of an issue, it is essential for students to investigate and share information "for" and "against" their selected issue. Sharing this information may be in the form of a poster session, school broadcast, blog, etc. The sharing of this issue is intended to create an awareness of multiple perspectives on issues for students as well as their selected audience.

