NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INFORMATIONAL/EXPLANATORY TEXT UNIT:**

**DETERMINED MINDS**

**Determined (*adjective*):** Having reached a decision. Firmly decided.

* **ESSENTIAL QUESTIONS OF THE UNIT:**

1. How is a theme of “determination” developed in each text?
2. How do informational/explanatory texts help us gain a better understanding of past events **and** help us influence future events?
3. What is the difference between a primary and secondary source text? Which should we, the reader, trust more? Why?

* **TEXTS USED IN THIS UNIT:**

1. “The Underground Railroad” By: USHistory.org (2)
2. “Fredrick Douglas” By: Biography.com (7)
3. “A Rough and Rugged Road” By: Libby Wilson (11)
4. “Justice for All” By: Lynn Rymarz (14)
5. Andrew Jackson's Speech to Congress on Indian Removal (Abridged,18)
6. "To the Senate and House of Representatives" Letter By: Chief John Ross (20)
7. “Built in a Day” The Oklahoma Land Rush By: The National Parks Service (22)
8. “The Rush to Oklahoma” By: William Willard Howard (26)

* **CULMINATING ASSESSMENTS:**

1. **Whole-Class Discussion (Socratic Seminar)**, based in texts 1-6 (attached, 29)
2. **“Wax Museum” Project:** Research an additional important leader in American history. Accurately impersonate this person’s actions, their perspectives and motivations. (Instructions/Rubric attached, 31)
3. **Activist Interview Assignment:** Interview a member of your family/community (e.g., your grandmother, uncle, pastor, neighbor, teacher) about something he or she did to stand up for something they believed in. How did they become an activist for a cause? – More info to come!
4. **Soundtrack for Justice Assignment Summary:** Create a10-song album with an original album cover. Each song selected for the album will have a written justification. –More info to come!
5. **Oklahoma Land Rush simulation and reflection:** more info to come!

**TEXT ONE:**

**“The Underground Railroad”**

By USHistory.org 2016

*In the 1850’s and 1860’s, the United States became even more divided on the issue of slavery. States in the South still practiced slavery, while many states in the North prohibited slavery. As a result, many slaves tried to run away to freedom in North. The Underground Railroad was established to provide a secret way for slaves to escape from slavery in the South to freedom in the North. As you read, take notes on how the Underground Railroad helped slaves to freedom in the North.*

Any cause needs speakers and organizers. Any mass movement requires men and women of great ideas.

But information and mobilization are not enough. To be successful, revolutionary change requires people of action — those who little by little chip away at the forces who stand in the way. Such were the “conductors” of the Underground Railroad. Not content1 to wait for laws to change or for slavery to implode itself,2 railroad activists helped individual fugitive slaves3 find the light of freedom. The Underground Railroad was not an actual railroad, but was instead a network of safe houses and routes slaves could take to escape from the South to freedom in the North.



The Underground Railroad operated at night. Slaves were moved from “station” to “station” by abolitionists.4 These “stations” were usually homes and churches — any safe place to rest and eat before continuing on the journey to freedom in the North, sometimes as far away as Canada. Often whites would pretend to be the masters of fugitives to prevent their capture. Sometimes lighter-skinned African Americans took this role. In one spectacular case, Henry “Box” Brown arranged for a friend to put him in a wooden box, where he had only a few biscuits and some water. His friend mailed him to the North, where bemused5 abolitionists received him in Philadelphia.

1. **Content *(adjective):*** in a state of peace, happiness, or satisfaction
2. “Implode” in this sense means to self-destruct.
3. A fugitive slave was someone who ran away from the slave owner and went into hiding to avoid being taken back.
4. Abolitionism was a movement to "abolish," or end, slavery.
5. **Bemused *(adjective):*** confused and also somewhat amused

Most of the time, however, slaves crept northward on their own, looking for the signal that designated the next safe haven.[[1]](#footnote-1) This was indeed risky business, because slave catchers and sheriffs were constantly on the lookout. Over 3,200 people are known to have worked on the railroad between 1830 and the end of the Civil War. Many will remain forever anonymous.[[2]](#footnote-2)

Perhaps the most outstanding “conductor” of the Underground Railroad was Harriet Tubman. Born a slave herself, after she escaped to Philadelphia, she began working on the railroad to free her family members. Throughout the 1850s, Tubman made 19 separate trips into slave territory. She was terribly serious about her mission. She threatened to shoot any slave who had second thoughts with the pistol she carried on her hip. By the end of the decade, she was responsible for freeing about 300 slaves. When the Civil War broke out, she used her knowledge from working the railroad to serve as a spy for the Union.

Needless to say, slave owners did not appreciate the Underground Railroad. Although they disliked Abolitionist talk and literature, the railroad was far worse. To them, these were simple cases of stolen property. Slave catchers often traveled to the North to try to recapture freed slaves. When Northerners rallied around freed slaves and refused to compensate[[3]](#footnote-3) former slave owners, Southerners felt they were **being robbed of property.**

This disagreement over freed slaves lay yet another brick of the foundation for the South to eventually secede[[4]](#footnote-4) from the Union and help spark the American Civil War.

1. **First Read Question: What is the central idea of the text?**
   * Central Idea of an informational text = main idea of a narrative text “what is the informational text mostly about?”
   * CHALLENGE: Make your answer one clear, complete sentence.

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1. **Text-Dependent Questions:**

**DIRECTIONS: With a shoulder partner, try to answer these 4 questions aloud. Then, jot down notes about what you think the answer might be (1 minute per question only!).**

1. Why does the author choose to call the individuals who worked on the Underground Railroad “conductors”?
2. Which phrase from the text does the author use to support their argument that a wide variety of people worked for the Underground Railroad?
3. How does paragraph 5 contribute to the ideas developed throughout the text?
4. Which phrase best describes the relationship between slave catchers and the “conductors” of the Underground Railroad?
5. **Text-Dependent Questions:**

**DIRECTIONS: Now that you have thought about each question, use your multiple-choice strategies to select the best answer for each question (4 minutes). Use your partner notes to help you!**

1. Why does the author choose to call the individuals who worked on the Underground Railroad “conductors”?
   1. They were responsible for driving the trains that took slaves from slavery in the South to freedom in the North.
   2. Even though it was not an actual railroad, the “conductors” were individuals responsible for helping slaves travel from the South to the North.
   3. They conducted trains and boats that took fugitive slaves back to their masters in the South.
   4. They carried pistols on their hips that were known by people in the North as “conductors.”
2. Which phrase from the text does the author use to support their argument that a wide variety of people worked for the Underground Railroad?
   1. “Railroad activists helped individual fugitive slaves find the light of freedom.” (Paragraph 2)
   2. “Often whites would pretend to be the masters of fugitives to prevent their capture. Sometimes lighter-skinned African Americans took this role.” (Paragraph 3)
   3. “Most of the time, however, slaves crept Northward on their own, looking for the signal that designated the next safe haven.” (Paragraph 4)
   4. "Perhaps the most outstanding ‘conductor’ of the Underground Railroad was Harriet Tubman.” (Paragraph 5)
3. How does paragraph 5 contribute to the ideas developed throughout the text?
   1. The paragraph provides an example of a famous train conductor who shipped pistols to the North to help them win the war.
   2. The paragraph is used to show that Harriet Tubman is the only true hero of the Underground Railroad.
   3. The paragraph is used to provide an example of a famous woman who worked on the Underground Railroad and the great impact she had on history.
   4. The paragraph is used to demonstrate that most of the slaves that escaped to the North were shipped to the North on boxes in trains.
4. Which phrase best describes the relationship between slave catchers and the “conductors” of the Underground Railroad?
   1. They worked together towards a common goal.
   2. They were united in trying to provoke a war.
   3. They were in disagreement about the value of property.
   4. They represent the opposite sides of the conflict.

# **Discussion Questions**

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. Why do you think people were willing to risk their lives to work on the Underground Railroad? Do they deserve to be called heroes? Why or why not?
2. The article begins by stating: “Any cause needs speakers and organizers.” How were the conductors of the Underground Railroad able to organize a safe route for slaves to escape?
3. What issues facing society today do you think people need to organize a solution to? What would be a good solution for that issue?

**\*Create:** You guys crushed your “Ode to a Backpack!” creative writing assignment. Now, try to write an Ode to Harriet Tubman, inspired by the informational text above. Don’t forget to use your amazing toolbox of narrative techniques!

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**TEXT TWO:**

**“The Abolitionists: Fredrick Douglas”**

By: Biography.com

**Synopsis:** Frederick Douglass was born into slavery around 1818 in Maryland. He

became a free man and an abolitionist, speaking out against slavery. He was one of the

most famous thinkers of his time. He gave advice to presidents and spoke before

thousands about slavery and women’s rights. Douglass wrote several books describing his

experiences in slavery and his life after the Civil War, including the well-known "Narrative of

the Life of Frederick Douglass, an American Slave." He died on February 20, 1895.

**Life In Slavery**

Frederick Augustus Washington Bailey was born a slave on a plantation in Maryland

around 1818. He lived with his grandmother, Betty Bailey. At a young age, he was sent to

live in the home of the plantation owner, and it was believed that this man might have been

his father. His mother died when he was about 10 years old.

Douglass was 12 when he was sent to the Baltimore home of Hugh Auld. Auld’s wife taught

him the alphabet even though it was against the law to teach slaves to read and write.

When Auld found out about the lessons, he stopped them, yet Douglass continued to learn

from white children around him.

By reading newspapers and books, Douglass learned that slavery was wrong. "The

Columbian Orator" was a schoolbook that taught reading and had speeches about

freedom. Douglass shared what he learned with other slaves.

Next he was moved to a plantation owned by William Freeland where he taught others on

the plantation to read the Bible at weekly church services. Often, as many as 40 slaves

would attend lessons. Local slave owners became angry and they stopped the church

meetings with clubs and stones.

Douglass was then sent to work for Edward Covey, who was known as a "slave-breaker.”

Covey was cruel to the 16-year-old, but Douglass fought back and Covey never beat him

again.

**Freedom And Abolitionism**

Douglass wanted to be free and his third attempt to escape was a success. He had fallen

in love with Anna Murray, a free black woman in Baltimore, who promised to help him. On

September 3, 1838, Murray gave him money, a sailor's uniform and papers from a free

black seaman. Douglass got on a train in Maryland and made his way to the safe house of

David Ruggles in New York in less than 24 hours. Ruggles was an abolitionist who worked

to end slavery.

Murray joined Douglass in New York and they were married on September 15, 1838. The

couple used the name Johnson so no one could find them. They settled in New Bedford,

Massachusetts, and it was there that they chose the name Douglass as their new married

name. It came from a poem, "Lady of the Lake," by Sir Walter Scott. Douglass joined a

black church and attended abolitionist meetings. He also read William Lloyd Garrison's

weekly paper, The Liberator. Garrison began writing about ending slavery in 1831.

Douglass was asked to tell his story at abolitionist meetings and Garrison wrote about him

in his paper. A few days later, Douglass gave his first speech at a Massachusetts Anti-

Slavery Society convention. His became famous and started speaking across the country,

though some crowds were not friendly. In 1843, Douglass was chased and beaten by an

angry mob. He was saved by a Quaker family. Quakers are religious people who believe

strongly in peace.

Garrison wanted Douglass to write his life story about growing up as a slave. "Narrative of

the Life of Frederick Douglass, an American Slave," was published in 1845, and was

popular in the United States and in Europe. Some felt that a former slave could not write

such a book. Douglass then published more books.

In 1845, Douglass had to leave the country because some people wanted to capture him

and send him back to Maryland. He sailed to Ireland and England and stayed for two

years, speaking to large crowds about slavery. Money was being raised to pay his owner

for his freedom and in 1847, he returned to the United States a free man.

Back home, he produced five different newspapers that spoke out against slavery and

supported women's rights. In 1848, he was the only African-American to attend the first

women's rights convention at Seneca Falls, New York. Douglass told the crowd that as a

black man, he could not accept the right to vote if women could not vote as well.

**Civil War And Reconstruction**

During the U.S. Civil War, Douglass was one of the most famous black men in the country.

In 1863, he worked with President Abraham Lincoln for better treatment of black soldiers,

and later worked with President Andrew Johnson on black voting rights.

President Lincoln's Emancipation Proclamation, which began January 1, 1863, freed all

slaves in the South. However, Lincoln did not say freed black men could vote. In 1865,

slavery in the United States was ended.

After the war, Douglass was president of a bank and represented the United States

government in the Dominican Republic and Haiti.

Douglass became the first African-American nominated for vice president of the United

States on the Equal Rights Party ticket in 1872.

In 1877, Douglass visited his former owner, Thomas Auld. Douglass had met with Auld's

daughter years before. The visit was important to him, but others criticized Douglass for

forgiving Auld.

**Family Life And Death**

Frederick and Anna Douglass had five children: Rosetta, Lewis Henry, Frederick Jr.,

Charles Redmond and Annie. Charles and Rosetta worked on their father's newspapers.

After his wife's death, Douglass married Helen Pitts, who was the daughter of an

abolitionist who had worked with Douglass. She was a college graduate and worked hard

for women's rights. Their marriage upset many, including their children, since Pitts was

white and nearly 20 years younger than Douglass.

On February 20, 1895, Douglass returned home after a meeting of the National Council of

Women in Washington, D.C., and died suddenly of a heart attack or stroke. Douglass was

buried in Mount Hope Cemetery in Rochester, New York.

1. **First Read Question: What is the central idea of the text?**
   * Central Idea of an informational text means “what is the informational text mostly about?”
   * CHALLENGE: Make your answer one clear, complete sentence.

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1. **Text-Dependent Questions:**

**\*Compare/Contrast:** What differences are you starting to notice between fiction texts (narratives like PMR stories) and non-fiction texts (informational/explanatory texts like this)? Name 3+ differences you notice.

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**\*Comprehension:** Name 2+ ways Frederick Douglass involved in the abolitionist movement.

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**\*Analysis:** Why would people question Douglas’ decision to forgive his former owner? Why would someone believe that a former slave could not write a book?

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**\*Interpretation:** How is Fredrick Douglas characterized in the article? For this question, your answer should be a strong ACES paragraph.

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**\*Create:** Create a **found poem** using the article we have just explored. A found poem is made when you take only words from the original text, cut them and paste them together, to create an awesome, original poem ☺

Ms. Koval’s example (using only Synopsis paragraph):

*Douglass born slave 1818.*

*Douglass became,*

*Douglass gave,*

*Douglass wrote,*

*Douglass was,*

*Douglass died a free man 1895.*

**TEXT THREE:**

**“A Rough and Rugged Road”**

By: Libby Wilson

***Synopsis:*** *Maggie Lena Walker (1864-1934) was an African American teacher and businesswoman. In this*

*informational text, Libby Wilson discusses Walker’s life and accomplishments and the difficulties she*

*overcame. As you read, take notes on how events in Walker’s early life impacted her life's work.*



*Richmond, Virginia, 1877*. Sweat trickled down

young Maggie Lena Mitchell’s face as she toted

the heavy basket of laundry throughout the

steamy morning. She could hear laughter from

children playing tag, and she wished she could

play, too.

But Maggie didn’t feel sorry for herself. She

shifted the basket to the top of her head and

stepped around a man sleeping on the sidewalk.

At least she had a house to sleep in and usually

something to eat.

Everywhere Maggie looked were black people

who were worse off than she. When the American

Civil War ended in 1865, newly freed black slaves

streamed into the city looking for work. But jobs

were scarce,1 and many people lived and died in

the city’s streets.

That night at prayer meeting, Maggie would pray

for the less fortunate. Her bare feet picked up

their pace, lest her chores make her late for

church.

**Learning a Sense of Pride**

The first time Maggie had entered the First African Baptist Church, she’d been filled with reverence2

and awe. “Prayer became as bread to hunger and water to thirst. Sunday School and prayer meeting

set my foot upon solid rock,” Maggie said as an adult.

Maggie’s church taught her pride in her race, despite the fact that most white people in the South

treated blacks as inferior. Her church’s three-thousand-member congregation included a large number

of black professionals — politicians, business owners, doctors, and skilled craftsmen — many of whom

had been free before the Civil War. They were a confident, successful, and proud group.

Maggie’s school also taught her racial pride. Although black children did not attend the betterequipped

schools with white children, Maggie was fortunate to have an exceptional3 teacher. Miss

Lizzie Knowles was one of thousands of Northern professional educators who came south after the

Civil War to give newly freed blacks the schooling that slavery had denied them. “Miss Lizzie” taught her

students that they could make history just like the famous people they studied. Intelligent and hardworking,

Maggie graduated from normal school, a two-year program after high school.

**Learning to Help Others**

After graduation, Maggie put her energies into a fraternal organization, the Independent Order of

Saint Luke (I.O.S.L.), which she had joined when she was fourteen. Members of the I.O.S.L. helped one

another in times of sickness and were present at each member’s burial. The organization also worked

to lift blacks out of poverty by teaching members to work hard, to save pennies, to improve

themselves, and to stick together against prejudice. At this time, blacks in the South did not have the

same rights as whites.

**Finding Her Life’s Work**

In 1899, Maggie was the first woman to be elected Right Worthy Grand Secretary of the I.O.S.L. The

organization was on the verge of bankruptcy,5 so Maggie held rally after rally and was such an

inspirational speaker that thousands of people would often attend. Sometimes a thousand people

would join at one time. “It’s in me to build this Order and teach my people the power of unity,” Maggie

said. Because of her work, over the years the treasury6 increased from $31.61 to $3,480,540.19, largely

because of initiation fees and monthly dues. Membership rose from 1,080 to 100,000.

Maggie also helped the black community to establish a sanitarium7 for tuberculosis8 patients and a

home for delinquent9 girls. She was the major force behind the founding of a community center, an

educational loan fund, and many other humanitarian projects. Maggie’s most famous achievement was

becoming America’s first woman founder and president of a chartered bank when she opened the St.

Luke Penny Savings Bank in 1903.

**Never Letting Up**

Although Maggie accomplished so much and met with great success, her life wasn’t easy. “I started

from a most lowly place in life, from an alley rather than a street; I started with my arms filled with

laundered clothes rather than armfuls of trinkets and toys, with feet that have been well acquainted

with the rough and rugged road of life. I have worked all day and away into the night. And whatever

has come to me in these days has come because I worked from a child; worked before I married,

worked after I married, and I am working harder now than ever in my life.”

Maggie never let up, not even when she became partially paralyzed in 1928. She had an elevator

installed in her home and had her car remodeled to accommodate her wheelchair. Maggie continued

to work until her death in 1934.

She received many honors for her efforts. But acclaim was not what motivated Maggie Lena Mitchell

Walker. “I have never taken one step with a design to raise myself up or to gain applause. What I have

done has been done with an eye single to the glory of God and to promote the good of our race.”

**Text-Dependent Questions:**

**\*Author’s Organization:** Why did the author write “*Richmond, Virginia 1877*” before the first paragraph?

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**\*Comprehension:** Why didn’t Maggie feel sorry for herself? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Analysis:** Why does the author focus on what Maggie learned from church in paragraph 6? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\***Create:** Make a “concrete poem” about Maggie Lena Mitchell that is 30+ words. A concrete poem is a poem where the words on the page form a meaningful shape:

* **MULTIPLE CHOICE PRACTICE**

**DIRECTIONS:** Use your multiple-choice strategies to select the best answer for each question. I should see annotations, flipping back to the text, cover the answers, and more! You have 8 minutes.

**1. PART A: Which sentence identifies the author’s main claim about Maggie L. Walker in the**

**text?**

A. The discrimination that Maggie received for her race and gender prevented her

from accomplishing all she wanted.

B. Maggie’s accomplishments as a businesswoman can be attributed to the good

education she received.

C. Maggie was driven to help improve the lives of other African Americans, rather

than receive fame or fortune.

D. As someone who suffered through poverty, Maggie was better prepared to help

others avoid similar struggles.

**2. PART B: Which detail from the text best supports the answer to Part A?**

A. “She shifted the basket to the top of her head and stepped around a man

sleeping on the sidewalk. At least she had a house to sleep in and usually

something to eat.” (Paragraph 2)

B. “Although black children did not attend the better-equipped schools with white

children, Maggie was fortunate to have an exceptional teacher.” (Paragraph 7)

C. “Maggie’s most famous achievement was becoming America’s first woman

founder and president of a chartered bank when she opened the St. Luke Penny

Savings Bank in 1903.” (Paragraph 10)

D. “‘I have never taken one step with a design to raise myself up or to gain

applause. What I have done has been done with an eye single to the glory of

God and to promote the good of our race.’” (Paragraph 13)

**3. How did Maggie’s church and education influence her?**

A. They helped her develop the confidence that she could do great things.

B. They encouraged her to pursue a career in banking.

C. They prepared her for the unfair treatment she would receive in the world.

D. They taught her to stick with things even when they got difficult.

**4. How does paragraph 12 contribute to the development of ideas in the text?**

A. It reveals how much Maggie was able to accomplish at a young age.

B. It shows how tired Maggie was of working nonstop.

C. It emphasizes how hard Maggie worked her entire life.

D. It stresses how unhappy Maggie was as a child.

**TEXT FOUR:**

**“Justice for All”**

By: Lynn Rymarz

***Synopsis:*** *Ida B. Wells (1862-1931) was an African American journalist and early leader in the Civil Rights Movement. In this informational text, Lynn Rymarz discusses an incident in which Ida refused to give up her seat on a train when asked to move because of the color of her skin. As you read, take notes on how Ida reacts to her treatment on the train.*

One day in May 1884, twenty-one-year-old Ida

Bell Wells boarded a train bound for Woodstock,

Tennessee, and the school where she taught. Ida

sat in the first-class ladies’ coach1 and opened her

book. Minutes later the conductor collected

passengers’ tickets.

“Can’t take your ticket here,” the conductor told

Ida. “You will have to go to the other car.”

In 1884, African Americans, particularly in the

South, did not have the same rights as whites.

They could not attend the same schools or drink

from the same water fountains. African Americans were expected to sit in a separate railroad car, one

that was usually dirty and smoke-filled, though they were charged full fare.2

Having paid for a first-class ticket, Ida refused to budge.3 It was unfair, she thought. “The other car is a

smoker,” she told the white conductor. “I propose to stay.”

When the conductor grabbed Ida’s arm to drag her out, she bit his hand. Furious, he disappeared,

quickly returning with two other railroad men. They yanked Ida from her seat, ripping her sleeve. As

they hauled her down the aisle, the white passengers stood and applauded.

Rather than ride in the smoking car, Ida got off the train. The railroad had not heard the last of her. She

would fight for equal rights. She would stand up for justice.

Ida was born a slave in Holly Springs, Mississippi, in 1862, the second year of the Civil War. When the

war ended three years later, so did slavery. Freedom brought newfound rights and hopes for equality.

Education, which had been denied to Ida’s parents, was now available to their children. “Our job was to

go to school and learn all we could,” Ida remembered.

But in the summer of 1878, life changed for sixteen-year-old Ida. While she was away from home

visiting her grandmother, a yellow-fever4 epidemic5 raged through Holly Springs, killing her mother,

father, and infant brother.

As the oldest of six children, Ida became the head of her family. In need of work, she passed the

teachers’ examination and found a job in a one-room schoolhouse, a mule ride away.

It was difficult to raise a family and work. When Ida’s aunt offered to help out, Ida moved to her aunt’s

home in Memphis, Tennessee. Ida’s new teaching position took her to Woodstock. A train brought her

to and from work.

Ida soon saw “efforts all over the South to draw the color line6 on the railroads.” Hopes of equality

were fading. The railroads’ attempt to separate African Americans and whites was demonstrated that

day in 1884 when Ida was forced out of her seat. Fuming mad, she sued the Chesapeake and Ohio

Railroad.

When the case went to court, the judge decided in Ida’s favor. Her ticket, he said, entitled her to a firstclass

seat — a seat that the smoking car did not provide. He awarded her five hundred dollars in

damages.7

But Ida’s victory did not last long. The Chesapeake and Ohio Railroad appealed8 its case to the

Tennessee Supreme Court. When the verdict was reached, the victory went to the railroad. It

determined that the “smoking car was a first-class coach for colored people,” thereby providing

separate but equal9 accommodations. Ida had to return the five hundred dollars and pay more than

two hundred dollars in court costs.

Hugely disappointed, Ida wrote in her diary, “I had hoped such great things from my suit10 for my

people… I have firmly believed all along that the law was on our side and would… give us justice.”

Ida had lost her battle with the railroad, but not her determination to stand up for what was right. After

losing her court case, Ida wrote an article about the railroad’s suit against her. It appeared in a number

of African American newspapers. Readers quickly recognized the power of Ida’s words.

Ida began a new career as a journalist. Her reputation11 took her to Washington, D.C., in 1913 as a

delegate12 to the National Equal Rights League, a committee formed to address discrimination.13 The

league appealed to President Woodrow Wilson to end segregation.14

Ida did not live to see the end of segregation. When she died in 1931, African Americans still attended

separate schools, drank from separate drinking fountains, and sat in separate sections on buses and

trains. Ida’s battle for civil rights would now be fought by others.

1. **First Read Question: What is the central idea of the text?**
   * Central Idea of an informational text means “what is the informational text mostly about?”
   * CHALLENGE: Make your answer one clear, complete sentence.

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* **MULTIPLE CHOICE PRACTICE**

**DIRECTIONS:** Use your multiple-choice strategies to select the best answer for each question. I should see annotations, flipping back to the text, cover the answers, and more! You have 8 minutes.

**1. PART A: Which statement identifies the central idea of the text?**

A. Public transportation would have never been desegregated if it wasn’t for Ida’s

hard work.

B. Ida bought her train first-class train ticket knowing she would be asked to leave,

in order to bring attention to segregation.

C. When people saw Ida violently removed from her seat on the train, they realized

how unjust racial segregation was.

D. Ida fought for racial justice for herself and others, and moved future

generations to fight for civil rights.

**2. PART B: Which detail from the text best supports the answer to Part A?**

A. “African Americans were expected to sit in a separate railroad car, one that was

usually dirty and smoke-filled, though they were charged full fare.” (Paragraph 3)

B. “They yanked Ida from her seat, ripping her sleeve. As they hauled her down the

aisle, the white passengers stood and applauded.” (Paragraph 5)

C. “When the case went to court, the judge decided in Ida’s favor. Her ticket, he

said, entitled her to a first-class seat — a seat that the smoking car did not

provide.” (Paragraph 12)

D. “‘Ida B. Wells is an inspiration to everyone who knows about her. She did not

only fight for her rights but she won.’” (Paragraph 18)

**3. Which of the following describes the structure of information in the text?**

A. The author describes Ida’s fight against the railroad, and then how she went on

to be further involved in the fight against racism.

B. The author describes Ida’s difficult childhood, and how this gave her the

strength and motivation to never give up her fight for justice.

C. The author discusses racial segregation in the South during Ida’s life and then

explains how racism ended during the Civil Rights Movement.

D. The author discusses influential black women who fought for change, and then

focuses on Ida’s life and accomplishments.

**4. Which statement describes the connection between Ida B. Wells and Rosa Parks?**

A. Neither Ida nor Rosa felt that they were able to achieve racial justice.

B. Ida and Rosa both brought segregation to an end on public transportation.

C. Ida and Rosa both struggled to end segregation and to achieve racial justice.

D. Neither Ida nor Rosa intended to start a movement by refusing to give up their

seat.

**Text-Dependent Questions:**

**\*Interpretation:** What is the purpose/aim of this text? How do you know? How might this influence the way it is written?

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**\*Analysis:** What are the biggest differences in the content of this text compared to the other texts about the Civil Rights movement we read so far this unit?

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**\*Create:** A skit that recreates Ida B. Wells historical moment, or another historical moment we have read about this unit ☺ You will work in small groups and only have 5 min. to prepare.

* **Whole-Class Discussion**

**Directions:** Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion. This is a practice discussion to prepare you for the graded Whole-Class Discussion we will do next week!

1. **In the context of the text, how was Ida B. Wells a hero? How did she change the lives of African Americans during her time and beyond?**

|  |  |
| --- | --- |
| Answer: | Cite Textual Evidence: |

1. **What traits do you think Wells possessed that contributed to her heroics? What traits do you think are important for a hero to possess?**

|  |  |
| --- | --- |
| Answer: | Cite Textual Evidence: |

1. **Ida B. Wells fought for her civil rights. Have you ever fought for your rights? What were your fighting for? What happened?**

|  |  |
| --- | --- |
| Answer: | Cite Textual Evidence: |

**TEXT FIVE:**

**Andrew Jackson's Speech to Congress on Indian Removal (Abridged)**

**December 6, 1830**

"It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.

What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion?

Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it cannot control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement."

**Text-Dependent Questions:**

**\*Comprehension: What is Jackson’s point of view/opinion on Native American removal?**

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**\*Analysis: What does Jackson do to convince his audience of his point of view? Find at least two things Jackson does.**

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**TEXT SIX:**

**"To the Senate and House of Representatives"**

Letter By: Native American Chief John Ross

**September 28, 1836**

*The Cherokee Nation was one of the "Five Civilized Tribes" in the southeast, and Andrew Jackson planned their removal along with all other tribes existing east of the Mississippi River.  
  
Chief John Ross and other leaders of the Cherokee nation wrote a letter to Congress to protest the 1835 Treaty of New Echota. This treaty, signed by a group of Cherokees claiming to represent their people, stated that the tribe would relocate west of the Mississippi. The majority of Cherokees, over 15,000, opposed the treaty. In this letter, Chief Ross and the others state the case for the Cherokee majority.*  
  
It is well known that for a number of years past we have been harassed by a series of vexations, which it is deemed unnecessary to recite in detail, but the evidence of which our delegation will be prepared to furnish. With a view to bringing our troubles to a close, a delegation was appointed on the 23rd of October, 1835, by the General Council of the nation, clothed with full powers to enter into arrangements with the Government of the United States, for the final adjustment of all our existing difficulties. The delegation failing to effect an arrangement with the United States commissioner, then in the nation, proceeded, agreeably to their instructions in that case, to Washington City, for the purpose of negotiating a treaty with the authorities of the United States.

After the departure of the Delegation, a contract was made by the Rev. John F. Schermerhorn, and certain individual Cherokees, purporting to be a "treaty, concluded at New Echota, in the State of Georgia, on the 29th day of December, 1835, by General William Carroll and John F. Schermerhorn, commissioners on the part of the United States, and the chiefs, headmen, and people of the Cherokee tribes of Indians." A spurious Delegation, in violation of a special injunction of the general council of the nation, proceeded to Washington City with this pretended treaty, and by false and fraudulent representations supplanted in the favor of the Government the legal and accredited Delegation of the Cherokee people, and obtained for this instrument, after making important alterations in its provisions, the recognition of the United States Government. And now it is presented to us as a treaty, ratified by the Senate, and approved by the President [Andrew Jackson], and our acquiescence in its requirements demanded, under the sanction of the displeasure of the United States, and the threat of summary compulsion, in case of refusal. It comes to us, not through our legitimate authorities, the known and usual medium of communication between the Government of the United States and our nation, but through the agency of a complication of powers, civil and military.

By the stipulations of this instrument, we are despoiled of our private possessions, the indefeasible property of individuals. We are stripped of every attribute of freedom and eligibility for legal self-defense. Our property may be plundered before our eyes; violence may be committed on our persons; even our lives may be taken away, and there is none to regard our complaints. We are denationalized; we are disfranchised. We are deprived of membership in the human family! We have neither land nor home, nor resting place that can be called our own. And this is effected by the provisions of a compact which assumes the venerated, the sacred appellation of treaty.

We are overwhelmed! Our hearts are sickened, our utterance is paralyzed, when we reflect on the condition in which we are placed, by the audacious practices of unprincipled men, who have managed their stratagems with so much dexterity as to impose on the Government of the United States, in the face of our earnest, solemn, and reiterated protestations.  
  
The instrument in question is not the act of our Nation; we are not parties to its covenants; it has not received the sanction of our people. The makers of it sustain no office nor appointment in our Nation, under the designation of Chiefs, Head men, or any other title, by which they hold, or could acquire, authority to assume the reins of Government, and to make bargain and sale of our rights, our possessions, and our common country. And we are constrained solemnly to declare, that we cannot but contemplate the enforcement of the stipulations of this instrument on us, against our consent, as an act of injustice and oppression, which, we are well persuaded, can never knowingly be countenanced by the Government and people of the United States; nor can we believe it to be the design of these honorable and high-minded individuals, who stand at the head of the Govt., to bind a whole Nation, by the acts of a few unauthorized individuals. And, therefore, we, the parties to be affected by the result, appeal with confidence to the justice, the magnanimity, the compassion, of your honorable bodies, against the enforcement, on us, of the provisions of a compact, in the formation of which we have had no agency.

**Text-Dependent Questions:**

**\*Comprehension: What is John Ross’ point of view/opinion on Native American removal?**

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**\*Analysis: What does Ross do to convince his audience of his point of view? Find at least two things Ross does.**

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**\*BONUS ACTIVITY:** Ethos/Pathos/Logos mini-lesson & TV commercials ☺

**TEXT SEVEN (IN STUDENT READER PACKET):**

**“Built in a Day” The Oklahoma Land Rush**

By: The National Parks Service

**DIRECTIONS: Read the article *Built In A Day: The Oklahoma Land Rush*. Then, read each multiple-choice question, and select the best answer(s).**

*The whole expanse of space from zenith to horizon was spotless in its blue purity.*

**1. What does the word *“expanse*” mean as used in the sentence?**

1. Cost
2. Thinning
3. Spread out
4. Acres

**2. Which sentence occurs first in sequence?**

A. *The horsemen had the best chance at the start.*

B. *Some homesteaders were discovered to have cheated.*

C. *As the expectant home-seekers waited with restless patience, the clear, sweet notes of a*

*starting bugle rose and hung a moment in the air.*

*D Men fell over each other in their attempts to claim a lot.*

**Read this sentence:**

*One disgusted homesteader estimated that if he ate as much as he usually did back home, it would cost him $7.75 per day in Guthrie.*

**3. Which of these best describes why the author used this sentence? Select two choices that apply.**

A. To describe how much money it costs to live in Oklahoma.

B. To give the reader an idea of the struggle for many to survive from day to day

C. To introduce a fact that would discourage other people from moving there.

D. To show the reader the problems that the Native American Indians were now facing.

E. To explain to the reader that some business people took advantage of others.

**4. Which best explains the organizational writing strategy used in *Built In A Day: The Oklahoma Land Rush* article?**

1. The author used a cause and effect plan.
2. The author used a chronological order approach
3. The author used a flashback style.
4. The author used a personal narrative approach

**5. Which statement best describes the main idea of the article, *Built In A Day: The Oklahoma Land Rush?***

1. *Unlike Rome, Guthrie was built in a day.*
2. *Settlers received 160 acres of Oklahoma land to develop.*
3. *The land rush across the border must go down in history as one of the most noteworthy events of Western civilization.*
4. *Though few settlers found the promised land they had anticipated, the Homestead Act*

*fueled the desire for Americans to fulfill their so called Manifest Destiny out*

*West.*

**Read this sentence:**

*The tents multiplied like mushrooms in a rain that day.*

**6. What type of literary device is the above statement?**

1. Metaphor.
2. Personification
3. Onomatopoeia
4. Simile

**7. Which of these statements were not as a result of the Land Rush in Guthrie?**

A. Settlers who got their Oklahoma land before the race began were called “Sooners.”

B. Restaurant keepers made money by overcharging for food and water.

C. The town of Guthrie grew overnight.

D. The author moved to Guthrie.

**8. What was the author’s purpose for writing this text?**

A. To persuade readers to move out to Oklahoma.

B. To entertain readers.

C. To inform readers about the experience of the Land Rush.

*Soldiers helped survey the vast lands and divide them into 160 acre tracts.*

**9. What does the word *“tracts*” mean as used in the sentence?**

1. Railroad tracts for trains
2. Rows for planting
3. Areas
4. Farms

**10. Which sentence is a summary statement about the Oklahoma Land Rush?**

A. *In 1862, at the height of the Civil War, President Abraham Lincoln signed the Homestead Act into law.*

B. *Though few settlers found the promised land they had anticipated, the Homestead Act*

*definitely fueled the desire for Americans to fulfill their so called Manifest Destiny.*

C. *The law was intended to open Western lands to settlement by allowing those filing a*

*claim to settle on up to 160 acres and after five years, the land was theirs.*

*D Though land speculators, wealthy landowners, and railroads grabbed much of the land,*

*the Homestead act was successful in opening up the west to new Americans.*

**Read this sentence:**

*By the time the Homestead Act passed, the five civilized tribes found themselves in familiar territory: they were besieged on all sides by people who wanted their land.*

**11. Which of these best describes why the author used this sentence? Select two.**

A. To describe the results of the Homestead Act

B. To introduce the name of the law.

C. To explain what lands the tribes received.

D. To give the reader an idea of what was going to happen next.

E. To show the reader the problems that the Tribes were now facing.

**---------------------------------------------------------------------------------------------------------------------------------------**

**Text-Dependent Questions:**

**\*Comprehension:** List 2+ specific things you learned about the Homestead Act and the Oklahoma Land Rush from reading this text.

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**\*Comprehension:** Copy two sentences from the text that confuse you or are difficult for you to understand. Label the page/paragraph number.

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**\*Analysis:** What does the author do to give you a clear picture of the Oklahoma Land Rush of 1889 and the people involved (Hint: Think back to narrative techniques!)?

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**\*Interpretation:** Given what you’ve learned from your readings, writings, and discussions, what adjective (besides “determined”) best describes the people who were involved in the Oklahoma Land Rush of 1889? Your answer should be a strong ACES paragraph.

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**TEXT EIGHT (IN STUDENT READER PACKET):**

**“The Rush to Oklahoma”**

By: William Willard Howard

**Text-Dependent Questions:**

**\*Comprehension:** List 2+ specific things you learned about the Oklahoma Land Rush of 1889 from reading this text.

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**\*Comprehension:** Copy two sentences from the text that confuse you or are difficult for you to understand. Label the page/paragraph number.

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**\*Analysis: Compare and Contrast the two texts about the OLR in the chart below.**

|  |  |  |
| --- | --- | --- |
|  | **“Built in a Day” The Oklahoma Land Rush** | **“The Rush to Oklahoma”** |
| A) What is the author’s purpose in writing the text? |  |  |
| B) Who is the author’s audience? |  |  |
| C) What is the proximity of the writing of the textto the actual event? |  |  |

**\*Analysis: Consider the chart you have just completed. Which Oklahoma Land Rush text gave you a better idea of what it would be like to be involved in a land rush? Why?**

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**CULMINATING WRITING ASSIGNMENT:** Based on what you know about the Oklahoma Land Rush of 1889, **write a letter** to people who are about to participate in the land rush of 1891. Your letter should aim to help these people be successful in their quest for land. Provide the potential settlers with multiple pieces of advice and explain how each piece of advice will help them overcome challenges that come with participating in a land rush. Make sure that your advice is based in evidence from the informational texts “The Rush to Oklahoma” and “Built in a Day” that we analyzed in class.

**STEP ONE: PROMPT BREAK DOWN**

**STEP TWO: PLANNING SPACE**

**STEP THREE: WRITE IT! (On a separate sheet of lined paper)**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WHOLE-CLASS GRADED DISCUSSION (100 points)**

1. **What makes someone a hero?**

|  |
| --- |
| During Discussion Notes: |

1. **How can determination create a successful leader?**

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1. **How can struggles in one’s life help them become successful?**

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1. **How can one event impact the motivations and actions of many people?**

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1. **Which text/article did you learn the most from? Why? Make sure to mention if this text is a primary or secondary source.**

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1. **How can informational/explanatory texts about the past help us influence future events?**

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**STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WAX MUSEUM PROJECT (100 points)**

**PART I: Make the Backdrop (25 points)**

Each child decorates his/her backdrop with photos of the famous person studied, as well as a hand drawn background that relates to their person. On the Wax Museum Day, the child will be standing in front of this backdrop, in costume, portraying the person he/she studied. Every student should draw or create a button somewhere on the backdrop that says, “Push here to learn more about this famous American."

**\_\_\_\_ 5 points for photographs of famous American**

**\_\_\_\_ 5 points for hand drawn background relating to famous American**

**\_\_\_\_ 15 points for neatness, creativity, and effort**

**PART II: Memorizing Speeches and Gathering Costumes (75 points)**

Students will create a short speech (45 sec-1 min) to give for the Wax Museum Day when someone pushes their button. This speech must be memorized. This is a learning opportunity for speaking in front of an audience, which is a great lifelong skill to have. Next, the students need to put together a costume for the Wax Museum Day. Beg, borrow, or make, but do not spend a lot (or any) money! I am always happily surprised by the amount of thought that goes into some of the costumes. Students will wear costumes to school; there will not be time to change.

**\_\_\_\_ 25 points for a creative, thoughtful costume**

**\_\_\_\_ 25 points for “good speaker” qualities (eye contact, posture, volume, etc.)**

**\_\_\_\_ 25 points for content of speech; students should include (1) full name and time period, (2) what the person is famous for doing, (3) what the person believed in/their motivations, (4) a fun fact about the person, and (5) a famous quote that person said.**

**\_\_\_\_\_\_\_\_\_\_\_/100 TOTAL POINTS**

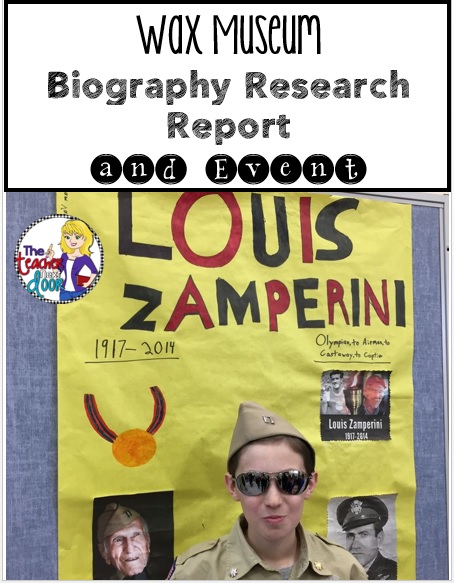
**WAX MUSEUM PROJECT**

**­­­Directions:** On this side, write down the speech you gave during Wax Museum Day. Your teacher will use this to check off all five elements you were instructed to include in your speech.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**WAX MUSEUM PROJECT EXAMPLES**





1. . **Haven *(noun):*** a place of safety [↑](#footnote-ref-1)
2. . **Anonymous *(adjective):*** not named or identified [↑](#footnote-ref-2)
3. . **Compensate *(verb):*** to trade or give money as payment for something lost, stolen, or damaged [↑](#footnote-ref-3)
4. 9."Secede" refers to the South's decision to leave the Union at the start of the American Civil War. [↑](#footnote-ref-4)