



**2010 *Back to History* Lesson Plan
“Dominion of War”**

Team Members:	Debbie Hicks Kay Schaeffer Lahela Snyder
Instructional Unit:	The Revolutionary War
Title of Lesson:	With Liberty and Justice (not) for All
Grade Level:	5
Description:	Develop a greater understanding of natural human rights with regard with an emphasis of rights denied to African Americans during the Revolutionary War
Standards: Include Standard, Benchmark Letters, and GLI numbers	History.B.5 People in Societies A.3
Duration:	(2) 45 min periods 1 30 min for reteaching

Materials and Resources:

PowerPoint: “With Liberty and Justice and Not for All”

*Note: Print last slide of PowerPoint to use for homework.

Rubric:

<http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=9862>.

Primary Source Materials with citations:

“Am I not a man and a brother?” broadside publication of John Greenleaf Whittier’s antislavery poem, “Our Countrymen in Chains,” 1837. [An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+1180320a))), Library of Congress *American Memory*, [http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+1180320a\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+1180320a))).

Warm Up:

Look at image of “Am I not a man?” Turn to partner and discuss what the quote mean? Who may have created this design? How does this design make you feel?

Instructional Strategies:

Show PowerPoint as a springboard for class discussions. Be sure to focus on the slide defining natural rights. Use this opportunity to break students into four groups. Each group considers one of these questions.

1. What natural rights would your neighbor say were important to them?
2. Your parents?
3. What natural rights do all students at your school have?
4. What natural rights do 5th graders in this class have? Students should then right a list of natural rights and then find commonalities to ultimately create a list of natural rights for room 209 to be hung on the wall.

Discuss various slides as they pertain to the African American experience during the Revolutionary War Era. Compare and contrast colonists versus African American desire for rights in the outcome of the Revolution.

Homework and Practice:

Complete the template of the last slide “Fighting for Rights in Revolution”. Students will list rights denied to African Americans.

Assessment Question:

What are natural rights and explain three ways the African American tried to obtain these during the Revolution?

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Four point answer should have these four points.

A logical definition for natural rights. AND any three of these: runaway and fight for British because they don't believe in slavery, become a spy, join the Continental Army or the British Army in hopes of your freedom as either promised, escape to join the Navy.

Re-teach Activity:

As students enter the room, teacher chooses a certain trait which he/she will use to segregate a portion of the class whose natural rights he/she would deny. Select a human right to deny. (Treat, ability to sharpen pencil, etc.) Upon student discord, refer to list of student rights and discuss which rights were ignored.

Extension Activity:

Writing Choice: Students will choose one to write a journal response.

1. From the point of view of a slave whose owner has told you to fight, describe how this makes you feel and what natural rights are being ignored by this demand.

-or-

2. From the point of view of a slave thinking of running away to fight for the British, describe how you feel and why you would make this choice.