

Marisa Piper-Zahn

Lesson Plan: John Brown

Time Period: 1 class

Grade Level: High School

Wisconsin Standards:

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Objectives

Ss will:

- Analyze images and documents relating to abolitionist John Brown.
- Understand how primary images relate to the abolitionist movement
- Highlight Brown's individual contribution to the abolitionist cause and history

Essential Question(s):

See student analysis chart-attached

Materials:

- Portrait of John Brown
- Slave family, about 1862
- John Brown going to his death
- John Brown's rifle and Harper's Ferry Pike
- Newspaper article
- Student Analysis Chart

Procedures:

- Have students review major decisions concerning slavery made by the Federal government before the Civil War.
- Have students consider the implications of these decisions for the slavery and anti-slavery factions.
- Have students create a chart including the major decisions and both sides of the slavery issue.
- Have students form small groups (1-3) and distribute the documents and student analysis chart.
- Students should answer the questions on the analysis chart for each document

Discuss the images as a class. Possible questions for discussion- How did the images relate to the issue of slavery? What was the impact of Brown's actions in the abolitionist movement? What was the impact of Brown's execution on the nation? How did John Brown prefigure the beginning of the Civil War?

Assessment: 1. Collect student analysis chart. 2. On the following day have individual students fill out a cartoon analysis sheet on the additional cartoon attached. 3. On the unit test include document analysis questions and objective questions pertaining to John Brown and Harper's Ferry.

Extension: Students could further research John Brown

Handouts attached