

LEARNING GOALS FOR THE LESSON

Understand that cultural backgrounds and experiences helped to shape the various ways minority groups in America viewed the “white man’s” celebrations.

STANDARDS:

CCSS.ELA-LITERACY.RH.11-12.1

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Students Will Know:

The various minority viewpoints of America’s birthday celebrations (July 4th) in the late 1800’s and how they either inspired or reviled.

Students Will Be Able To:

Compare and contrast key minority viewpoints on July 4th from two different speeches.

Lesson Essential Question:

How do the views of July 4th compare/contrast between former slaves and Indians in the late 1800’s?

Resources Needed:

- “What to a Slave is the 4th of July” – Frederick Douglass
http://carlisleindian.dickinson.edu/sites/default/files/docs-resources/CIS-LessonPlan-July4-douglass-speech_0.pdf
- “The Indian Helper” – Volume III, Number 46 (Friday, June 29, 1888)
https://carlisleindian.dickinson.edu/sites/default/files/docs-resources/IndianHelper_v03n46_0.pdf

Activating Strategy:

Before you read: Write down everything you already know about the two groups of people from within American history in the 1800’s – Slaves & Indians. This could be in terms of events, treatment by whites, acts/laws impacting them, etc.

Vocabulary:

None

Previewing Strategy:

None

Lesson Instruction

It is best to group students into groups of four students each for this activity. One student should volunteer as the “reader.”

Learning Activity #1:

Skim (not read) each of the “speeches” from beginning to end (maybe 5-10 minutes for each document) and write down your “first impressions” on the organizer. Include comments on:

- What kind of language is used?
- What are the main ideas?
- What is the same in the two speeches?
- What is different in the two speeches?
- What thoughts come into your mind while skimming the speeches?

Assessment Prompt #1:

Do an “Whip Around,” having each student share out one idea they wrote on their organizer. Have students look for key similarities that are occurring from what is said. After each student has had a chance to speak, draw some initial conclusions about the two “speeches” in terms of how students believe they are alike and different.

Learning Activity #2:

Now have one member of your team read each of the speeches aloud. Without looking at the text, just hearing what is said aloud, add additional key aspects of the “speeches” to your organizer. Tell us in your own words the most important points of the speech.

Assessment Prompt #2:

Have each student identify what they believe to be the main thesis of each speech (an exact sentence from each of the “speeches” can be identified. Have students come to a class consensus before recording this aspect on their organizer.

Learning Activity # 3:

Now have students look at the “speeches” in terms of rhetorical devices. There are many techniques that public speakers use to interest their audience and make their argument convincing. These techniques are often referred to as “Clap Traps,” because speakers use them to get the audience participating. The students’ task is to identify as many of the five different kinds of “Clap Traps” you can within the “speeches.” Be sure to make students aware that not every speech may contain all

Graphic Organizer:

Compare/Contrast

Assignment:

Select one line in either of the speeches that personally speaks to you about a positive or negative aspect of the 4th of July and defend your argument.

five of the “Clap Traps.” Give the exact quote of the place students are identifying in the speech.

- **Clap Trap #1 – Lists of Three**
 - Example – a time for sadness, a time for struggle, a time for rebuilding
- **Clap Trap #2 – Contrasting Pairs**
 -time for sadness...time for hope
- **Clap Trap #3 – Repetition of Words or Grammatical Structures**
 - Example – No one cared...no one cared.
- **Clap Trap #4 – Rhetorical Questions**
 - Example – What if we do what adults should do – and make sure all our children are safe in the afternoons after school?
- **Clap Trap #5 – Using Metaphor**
 - Example – An America where we are all in the same boat.

Assessment Prompt #3:

As a class, discuss their findings, paying attention to the differences within each of the “speeches” and record on their graphic organizer.

Summarizing Strategy:

In a writing, select one of the two “speeches” that most strikes you as effective and explain why you believe that to be the case. Your writing must include at least three direct quotations from the “speech.” Be sure to include what it is within your select “speech” that you personally find most effective and state why you believe this to be the case. (Remember that your audience is the late 1800’s in American history.)