

African Americans in the Making of Early New England:
Building Historical Perspective and Empathy Using Visuals as Primary Sources
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Objective:

This lesson plan has several important ideas embedded into its overarching objective:

1. Help students to learn how to deconstruct photographs and images in meaningful and multidimensional ways (image analysis)
2. Introduce the students to the concept (origin) of slavery in 1700th and early 1800th century New England
3. Empower social-emotional learning (SEL) and empathetic thinking in our students to impact student learning and help improve our school's climate and cultural competency
4. Support our students critical thinking abilities while modeling the importance of collaboration with others
5. Teachers will stress the value of personally interacting with the environment and historical sites in order to capture one's own photographs for use in school and at home

This lesson introduces the students to utilizing inquiry-based and reflective skills to gain understanding into embedded historical, emotional and psychological meaning that are depicted in images and photographs. In a collaborative classroom environment, students will examine photographs, paintings and/or images as primary sources to develop authentic historical and personal/social narratives in an empathic manner.

Essential Questions:

- ~ How do we use language a framer of meaning?
- ~ How is identity formed and what role does it play in the interpretation of events?
- ~ What is the role of the historian personal bias in examining and reporting on historical events
- ~ How do we identify and value the experience of others?

Items needed:

- ~ Teacher's computer
- ~ LCD projector, screen
- ~ Internet access
- ~ Easel paper or whiteboard and dry erase markers for Silent Dialog and associated student response
- ~ Four to six images, paintings and/or photographs for students to analyze and discuss

Class Time Needed:

~ 50 to 70-minutes

Procedure:

A) Silent Dialog (10-mins)

1. Before the students arrive, place the images around the room on large paper that is big enough for individual students to write comments on
2. Inform students that this activity is done in complete silence for approximately 10-minutes
3. Have the students walk around the room and write reflections/responses to each image and to at least one other student

B) Analyze and discuss images or photographs (20-mins)

- Images: Ask the students (list responses on whiteboard or poster paper)
 - a. "What is there?" – facts
 - b. "What could this mean?" – inferences
 - c. "What's the message?" – analysis
 - d. "Who is the intended audience?" – analysis
 - e. "What is going on in the image?" – social/emotional
- Photographs: Ask the students (list responses on whiteboard or poster paper)
 - f. "What is there?" – facts
 - g. "Why was it taken?" – inference/analysis
 - h. "How are people feeling in the photograph?" – social/emotional
 - i. "What factors are influencing their feelings?" – social/emotional
 - j. "What does the photograph teach or tell us about the moment in time?" – inference/analysis

D) See images listed below for that were used in this lesson plan

E) Suggested wrap-up, which can also be used as extended activities (20-mins)

- Journal: Compare your initial reaction to the picture in the silent dialog to the in-class discussion: different or not, why or why not?
- Journal Idea: What does it mean to be historically invisible?
- Brainstorm what you know about slavery and slavery in the North
- Word Wall: What words did we use to help us understand what was happening in the images
 - + Oppression + Privilege + Male v. Female + Ageism
 - + Discrimination + Bullying + Kindness + Harass
 - + Slave v. Enslaved person + Skilled v. Unskilled + Racism
- Questions and KWL – Know/Wonder/Learned



No. 536. IRON COLLAR FOR PREVENTING THE ESCAPE OF SLAVES.

