

Ray Raphael Lesson Plan

Topic:

Patriotic Slaves, part of a larger unit on the American Revolution.

Grade Level:

Eleventh Grade

Theme:

Definitions of patriotism vary according to point of view.

Standards:

National Standard 3.2 - The impact of the American Revolution on politics, economy, and society.

California History-Social Science Standard 11.1 - Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

Timeline:

Two 50-60 minute class periods.

Teacher Preparation:

Prior to the lesson, prepare about 8-10 pictures of different people your students will recognize such as George Washington, Gandhi, Martin Luther King, Jr., Huey Newton, Susan B. Anthony, George W. Bush, Hitler, Thomas Jefferson, Sitting Bull, Jacqueline Kennedy, Alice Paul, etc. Also get a copy of the song "Bomb the World," or choose a song that is similar, and make an overhead transparency of the lyrics (see attachment A.) This song can be found on Michael Franti and Spearhead's album, *Everyone Deserves Music*. This album can be purchased and select songs may be downloaded at <http://www.spearheadvibrations.com/>. Make copies of the primary sources (Attachment B) for each student.

Prior Content Knowledge and Skills:

Students must have a general understanding of the American Revolution. Students must also have experience reading primary documents and maps.

Hook:

Song, *Bomb the World* or the faster paced and more intense *Bomb the World (Armageddon Version)* from the album *Everyone Deserves Music* by Michael Franti and Spearhead. (See Attachment A.)

Lesson Content:

Place printed lyrics on overhead so students may read the song as it plays. Play whichever song you have chosen twice, or play both songs, if you have time.

Follow the song with a silent journal write:

If you walked into someone's home and they were listening to this song would you consider them patriotic or unpatriotic? Why?

Ask students to share their responses to get ideas about what different students think patriotism is.

Ask students to create a personal definition of patriotism, making it clear that this is a working definition.

Show each of the pictures you have chosen (see teacher preparation above) to your students. You may want to give them clues as to who some of the pictures depict and what his/her contribution was to society.

Ask your students to number 1-10 on a piece of paper. Show each of the pictures again and ask them to write down "patriotic" or "unpatriotic" for each person pictured. Share results at the end. Encourage students to change their initial definition of patriotism if necessary. For example, if you do not consider Hitler to be a patriot, but he fits your definition of "someone who loves and is devoted to his/her country" then change your definition to include something like ". . .and works to improve and benefit his/her country." Give students a minute or two to refine their definitions of patriotism. Ask students to share and write the common elements on the board. Most definitions will include something like "love for and loyalty to one's country." Ask students, *what is a "country"?* *Is it just the land that we are attached to, or is it political principles as well? What are some of the founding ideals/principles of the United States? What political principles/ideals of the United States are you personally loyal to? What documents outline the political ideals of the United States?* Discuss. Ask students to consider these discussion questions and their personal responses as they finalize their definition of a patriot.

Finish the class period with a final journal write:

How did your definition of patriotism change? What pictures or ideas/principles encouraged you to change it? Why?

Before leaving, students should turn in both journal writes and their definitions.

Day Two

Journal Write – *Consider your definition of patriotism from yesterday. Which groups of people were most patriotic during the American Revolution? The*

Loyalists, the revolutionaries, women, poor, wealthy, slaves, etc? Who is most often portrayed as “patriotic” by Hollywood movies? Why?

Show map illustrating the black population of colonial America in 1770 at this site <http://www.lincoln.edu/history/his206/franklin/chap05mapex.html>

Show clips of The Patriot, discussed in Ray Raphael’s chapter *Patriotic Slaves*. Discussion Questions: *What is depicted here? For which side is Occam fighting? For what purpose/reason is he fighting? Occam is a slave, what does that mean? What would his (Occam’s) life have been like before the revolutionary war? How historically accurate is this clip?*

Discuss the historical inaccuracy of these clips, reading excerpts of Raphael’s chapter. The first excerpt, beginning “The document read to Occam, which is seen on-screen and appears visually authentic, contains more historical errors in a single sentence than at first seems possible. ..” and ending “This is how we would like to imagine our Revolutionary past: a happy union between former black field hands and a white plantation family.”

Pass out primary resources and discussion questions to students. (See Attachment B) Read and discuss.

Then read a second excerpt of Raphael’s chapter; start at the heading A Tale of Two Stories and read to the conclusion of the chapter.

Conclusion:

Conclude with a journal write:

Why would this movie portray our history this inaccurately? Why does The Patriot portray the role of blacks in the American Revolution so inaccurately? If you were a slave in the United States, what side would you have fought for? How does your decision demonstrate patriotism or a lack thereof? Explain. Share answers/opinions with class, noting the varied responses and arguments of patriotism.

Evaluation:

Traditional Evaluation - The following questions could be part of a larger, traditional exam on the American Revolution.

1. How would it be argued that slaves fighting with the British were patriotic? Unpatriotic?
2. Using your knowledge of slavery and the evidence in the primary sources we looked at in class, why do you feel more slaves chose to fight on the side of the British than on the side of the Americans?

Nontraditional Evaluation – the definition and journal writes that students turn in will provide an idea of what level of understanding students gained of the black experience in the American Revolution and of the theme of this lesson. Additionally, as a homework assignment, students should find two examples of patriotism and two examples of someone behaving in an unpatriotic manner. Students should explain why each of their choices is patriotic or unpatriotic.

Lesson plan written by Robin Pickering. Suggestions/responses may be sent to ponca_99@yahoo.com

Bomb the World

Please tell me the reason
behind the colors that you fly
love just one nation
and the whole world we divide
you say you're "sorry"
say "there is no other choice"
but God bless the people them
who cannot raise their voice

(chorus)

we can chase down all our enemies
bring them to their knees
we can bomb the world to pieces
but we can't bomb it into peace
whoa we may even find a solution
to hunger and disease
we can bomb the world to pieces
but we can't bomb it into peace

violence brings one thing
more more of the same
military madness
the smell of flesh and burning pain
so I sing out to the masses
stand up if you're still sane!
to all of us gone crazy
I sing this one refrain

(chorus)

and I sing power to the peaceful
love to the people y'all
power to the peaceful
love to the people y'all

by Michael Franti and Spearhead, *Everyone Deserves Music*

Bomb the World (Armageddon Version Featuring RadioActive and Ledisi)

I don't understand the whole reason why
You tellin' us all that we need to unify
Rally round the flag
And beat the drums of war
Sing the same old songs
Ya know we heard 'em all before
You tellin' me its unpatriotic
But I call it what I see it
When I see it's idiotic
The tears of one mother
Are the same as any other
Drop food on the kids
While you're murderin' their fathers
But don't bother to show it on CNN
Brothers and sisters don't believe them
It's not a war against evil
It's really just revenge
Engaged on the poorest by the same rich men
Fight terrorists wherever they be found
But why you not bombing Tim McVeigh's hometown?
You can say what you want propaganda television
But all bombing is terrorism

(Chorus)

We can chase down all our enemies
Bring them to their knees
We can bomb the world to pieces
But we can't bomb it into peace
We may even find a solution
To hunger and disease
We can bomb the world to pieces
But we can't bomb it into peace.

911

Fire in the skies
Many people died
And no one even really know why
They tellin' lies of division and fear
We yelled and cried
No one listened for years
but like, "who put us here?"
And who's responsible?
Well, there's no deatin'

'Cause if they ask me I say
It's big corporations
World Trade Organization,
Tri-lateral action,
International sanctions, Satan
Seems like it'll be an endless price tag
Of wars tremendous
And most disturbingly
The death toll is so horrendous
So I send this to those
Who say they defend us
Send us into harm's war
We should all make a remembrance that
This is bigger than terrorism
Blood is blood is blood and um
Love is true vision
Who will listen?
How many songs it takes for you to see
You can bomb the world to pieces
You can't bomb it into peace

(Chorus)

Power to the peaceful
And I say, love to the people
Power to the peaceful
And I say, love to the people y'all

(Chorus)

By Michael Franti and Spearhead, *Everyone Deserves Music*

Primary Sources

All of the following primary sources can be found in Ray Raphael's book *A People's History of the American Revolution*

On November 4, 1775, Lord Dunmore, the royal governor of Virginia, made the following declaration:

And I do hereby further declare all indented Servants, Negroes, or others, free, that are able and willing to bear Arms, they joining His Majesty's troops as soon as may be, for the more speedily reducing this Colony to a proper Sense of their Duty, to His Majesty's Crown and Dignity.

Washington's reaction to Dunmore's proclamation was illustrated in his letter to Richard Henry Lee of December 26, 1775.

If my Dear Sir that Man is not crushed before Spring, he will become the most formidable Enemy America has-his strength will Increase as a Snow ball by Rolling; and faster, if some expedient cannot be hit upon to convince the Slaves and Servants of the Impotency of His designs. . . . I do not think that forcing his Lordship on Ship board is sufficient; nothing less than depriving him of life or liberty will secure peace to Virginia.

What does Dunmore promise to all "indented Servants, Negroes, or others?"

What does Dunmore wish these people will help him to accomplish according to the declaration?

What does Washington's reaction suggest about the reality of the threat of slaves running away to the British?

Landon Carter, a master from Virginia wrote in his diary,

Last night after going to bed, Moses, my son's man, Joe, Billy, Postillion, John, Mullatto Peter, Tom, Panticove, Manuel & Lancaster Sam, ran away, to be sure, to Ld. Dunmore, for they got privately into Beale's room before dark & took out my son's gun & one I had there, took out of his drawer in my passage all his ammunition furniture, Landon's bag of bullets and all the Powder, and went off. . . . These accursed villains have stolen Landon's silver buckles, George's shirts, Tom Parker's new waistcoat & breeches.

Why does Carter believe his slaves ran away to Lord Dunmore?

Why were slaves almost always denied weapons and ammunition?

Many slaves who ran away were dealt severe punishments. Three slaves who killed a white man while on their way to meet up with Lord Dunmore were sentenced by the Dorchester County Court in Maryland:

They were to be taken to the place of execution and there each of them to have their right hands cut off and to be hanged by the neck until they were dead; their heads to be severed from their bodies and their bodies to be divided each of them in four quarters and their heads and quarters to be set up in the most public places in the county.

What is the purpose of this type of horrific punishment?

Why is intimidation/fear a necessary element to controlling a large slave population?

What does this punishment suggest about the experience of slaves in the United States?

Is this a punishment that could be given to a member of a group considered equally human?

Many escaped slaves however, did not receive the equality and freedom they may have imagined from the British.

Since this army had been fighting continuously across the country for ten months, Lord Cornwallis had permitted each subaltern to keep two horses and one Negro, each captain, four horses and two Negroes, and so on, according to rank. But since this order was not strictly carried out, the greatest abuse arose from this arrangement. . . . Every officer had four to six horses and three or four Negroes, as well as one or two Negresses for cook and maid. Every soldier's woman was mounted and also had a Negro and Negress on horseback for her servants. Each squad had one or two horses and Negroes, and every non-commissioned officer had two horses and one Negro. Yes, indeed, I can testify that every soldier had his Negro, who carried his provisions and bundles."

What information can you gather from this primary source?

What was the experience of blacks who worked with the British?

Does it seem that many slaves deserted their southern masters?