Aftermath for the Freedom Seekers

Key Features of Powerful Teaching and Learning:
http://www.socialstudies.org/positions/powerful/)

Meaningful: Emphasizes social issues of the 20th Century.

Value-based: Promotes critical, creative, and ethical thinking about situations faced by people everyday.

Challenging: Students will be given the opportunity to examine segregation and examine the effects on today’s society.

Active: Students will work individually and in groups to identify, discuss, and present specific examples of social issues.

Purpose/Rationale/Introduction: To gain an understanding of African American pride and activism in the United States by focusing on Black organizations founded between the 1900’s and the1950’s.

Objectives:
a. Students will use the Internet to find examples of Black organizations that existed during the first half of the 20th Century (1900-1950), including Negro Leagues baseball.
b. Students will identify and learn about the roles of Black organizations that existed both historically and today.
c. Students will learn about various perspectives on race relations in the United States.

Lesson Background Information: After escaping slavery and reaching their destinations, former slaves often had to continue to struggle for autonomy and a decent life. While they found jobs and tried to settle into family life, those who had escaped from slavery and relocated in other parts of the United States faced numerous obstacles in their attempts to lead ordinary lives. According to Ripley in The Underground Railroad, Blacks struggled against racism, race violence, and an indifferent and hostile political and legal system that in its normal application afforded them little protection and few resources (p. 67). Despite these obstacles, they founded or became affiliated with Black organizations such as newspapers, schools, and churches that promoted activism and pride.
References:

Online Resources:

National Association of Colored Women’s Clubs
African Americans.com
http://www.africanamericans.com/NationalAsscofColoredWomen.htm
Encyclopedia Britannica Online
http://www.britannica.com/eb/article-9125019

National Association for the Advancement of Colored People
NAACP
http://www.naacp.org/
Wikipedia: NAACP
http://en.wikipedia.org/wiki/NAACP

National Bar Association
http://www.nationalbar.org/

National Council of Negro Women, Inc.
http://www.nationalbar.org/

Negro Leagues Baseball
Negro Leagues Baseball Museum
http://www.nlbm.com
Wikipedia: Negro Leagues Baseball
http://en.wikipedia.org/wiki/Negro_Leagues

National Negro Business League
Lexis Nexis Records of the National Negro Business League
Library of Congress: Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929
http://memory.loc.gov/ammem/coolhtml/coolennr.html

National Urban League
http://www.nul.org/
**Assessment:** Using information provided by the suggested online resources (below), students in groups of 3-4 will create a brochure, either in print or electronic format, which provides information about a traditionally Black organization. The brochures should include information such as the organization’s history, mission statement, activities, location, etc. Students creating an online brochure can present it in a simple one or two page website. Students choosing to create their brochure in print can use a publishing software or Word to create the product.
Alternate Assessment:
Fill in the blanks using the keywords on the left side of the page. Use the suggested online resources to find the answers to the blanks.

Section 1

The National Association for the Advancement of Colored People (NAACP) was founded in 1909 by a multi-racial group of activists who included _____ _______ - ________ and _____ _______. The NAACP eventually became the nation’s oldest civil rights organization. The vision of the ______ is to ensure a society in which all individuals have equal ______ and there is no racial hatred or racial _______________.

Section 2

In 1920, a structure for the ______ ______ ______ was formed under the guidance of Andrew “Rube” Foster at the Paseo YMCA in Kansas City, MO. In 1945, Major League Baseball’s Brooklyn Dodgers recruited ______ ________ from the team called the ______ ______ _______.

Section 3

The mission of the National Urban League is to enable African Americans to secure economic self-reliance, parity, power and civil rights. This organization was established in 1910 in the city called _____ ______ _____ ______. At the time of its inception in 1910, the National Urban League was originally named the ______ ______ __ ______ __ __ _______.

Emancipation
Negro Baseball League
Equality
Ida Well-Barnett
National Association for the Advancement of Colored People
W.E.B. DuBois
Rights
Kansas City Monarchs
Discrimination
Jackie Robinson
NAACP
Committee on Urban Conditions Among Negroes
Major League Baseball
National Urban League
## Making A Brochure: Aftermath for the Freedom Seekers Rubric

**Teacher Name:** __________________________

**Student Name:** __________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Content - Accuracy (Weight = 30%)</strong></td>
<td>All facts in the brochure are accurate.</td>
<td>99-90% of the facts in the brochure are accurate.</td>
<td>89-80% of the facts in the brochure are accurate.</td>
<td>Fewer than 80% of the facts in the brochure are accurate.</td>
</tr>
<tr>
<td><strong>Writing - Organization (Weight = 20%)</strong></td>
<td>Each section in the brochure has a clear beginning, middle, and end.</td>
<td>Almost all sections of the brochure have a clear beginning, middle and end.</td>
<td>Most sections of the brochure have a clear beginning, middle and end.</td>
<td>Less than half of the sections of the brochure have a clear beginning, middle and end.</td>
</tr>
<tr>
<td><strong>Spelling &amp; Proofreading (Weight = 20%)</strong></td>
<td>No spelling errors remain after one person other than the typist reads and corrects the brochure.</td>
<td>No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.</td>
<td>No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.</td>
<td>Several spelling errors in the brochure.</td>
</tr>
<tr>
<td><strong>Attractiveness &amp; Organization (Weight = 15%)</strong></td>
<td>The brochure has exceptionally attractive formatting and well-organized information.</td>
<td>The brochure has attractive formatting and well-organized information.</td>
<td>The brochure has well-organized information.</td>
<td>The brochure's formatting and organization of material are confusing to the reader.</td>
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<tr>
<td><strong>Knowledge Gained (Weight = 15%)</strong></td>
<td>All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.</td>
<td>Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.</td>
</tr>
</tbody>
</table>
Aftermath For Freedom Seekers - BIG Idea Comparison Chart

Ways to use this chart to enhance the lesson for diverse learners.

1. Use the chart to pre-teach the lesson. This will activate the students’ prior knowledge and provide a good contextual framework for the lesson.

2. Use the chart as a “web map” to help students find information on the three websites listed. Ask them to navigate those sites to locate the information outlined in each of the cells in the chart.

3. Cut the information right out of the chart and have students glue it on a blank chart (provided) in the proper place.

4. Use the chart as a study guide after the lesson to prepare for class discussions or quizzes.

5. Use the blank chart as a graphic organizer for research or to take notes during class lectures, presentations or lectures.

6. Use the chart as information for one side of a comparison/contrast assignment in which students compare one of the historical Black institutions to an organization they are familiar with in their area and time.
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<th>Location</th>
<th>Activities</th>
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<td>National Association for the Advancement of Colored People (NAACP)</td>
<td>Ensure political, educational, social and economic equality of rights of minority groups. To eliminate racial hatred and racial discrimination.</td>
<td>National office-Baltimore Maryland, 7 Regions serving 5 countries</td>
<td>demonstrations, court cases, lobbying</td>
<td>Formed in 1909 to fight for civil rights.</td>
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<tr>
<td>National Urban League</td>
<td>Empowering African Americans to enter the economic and social mainstream. To make &quot;The American Dream&quot; possible for African Americans.</td>
<td>New York</td>
<td>voter registration drives boycotts, training program, lobbying, volunteerism, government programs</td>
<td>1910-A merger of other groups-to bring educational and employment opportunities to blacks</td>
</tr>
<tr>
<td>Negro Baseball Leagues</td>
<td>Provide professional opportunities for black baseball players.</td>
<td>Formed in Kansas City, MO</td>
<td>leagues, barnstorming, tours, promoted economic development in communities,</td>
<td>1920-Leagues formed to give black players opportunities to play despite segregation and racism in professional leagues.</td>
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