



SLAVERY

by Another Name

Resistance

GRADE LEVEL: 9–12

OVERVIEW: This session focuses on different forms of civic engagement by highlighting the many voices of protest against forced labor. Students will read and analyze the transcript of a primary source document and consider what is necessary to spark legislative change. Students will evaluate the political, social, and economic progress made in America from the end of the Civil War to now. Students will develop concrete suggestions to improve America today. Lastly, students will identify practical ways for young men like themselves to be civically engaged. At the end of this session, students will understand that there are many ways to be civically engaged.

ESTIMATED LENGTH: Three class periods plus, if necessary, additional time to complete assignments.

MATERIALS

- Handout: Letter by Carrie Kinsey Letter (included within guide)
- Video: An Unlikely Advocate (about 7 minutes; located under Truth & Fiction within English & Media Literacy unit)
<http://www.pbs.org/tpt/slavery-by-another-name/classrooms/english-media-literacy/>
- Video: Letters Poured In (about 1 minute; located under Taking a Stand within Civics & Social Justice unit)
<http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/>
- Video: An End in Sight? (about 7 minutes; located under Taking a Stand within Civics & Social Justice unit)
<http://www.pbs.org/tpt/slavery-by-another-name/classrooms/civics-social-justice/>
- Audio: A Legacy of Fighting Injustice (1:13 minutes)
<http://video.pbs.org/widget/partnerplayer/2195234372/?w=400&h=224&chapterbar=false&autoplay=true>
- Computers and Internet access

OPENING ACTIVITY (PHASE 1)

1. Project the following quote:

“The arc of the moral universe is long, but it bends towards justice.” — Dr.

Reverend Martin Luther King, Jr.

Explain to students that Tonya Groomes, who is a descendant of Green Cottenham, a young man who was forced into labor, referenced this quote at the end of *Slavery by Another Name*.

2. Facilitate a discussion about the excerpt. Possible prompts to guide the conversation include:
 - a. Interpret this quote.
 - b. How might this quote relate to the history of forced labor?
 - c. How might this quote be relevant today?

OPENING ACTIVITY (PHASE 2)

1. Distribute Handout: Letter from Carrie Kinsey. Carrie Kinsey wrote this letter to President Theodore Roosevelt in efforts to free her fourteen-year-old brother who had been forced into labor.
2. Have students read the letter independently, before discussing as a class.
3. Facilitate a discussion about the letter. Possible questions to guide the conversation include:
 - a. How would you feel if you were taken away from your family?
 - b. How would you feel being shackled and chained at fourteen years old and forced to work?
 - c. How would you feel if you had no clue when you would be freed and allowed to return to your family and the life you once knew?
 - d. What is child labor and how is it exploited?
 - e. How were child laborers like Carrie Kinsey's brother treated?
 - f. What would you do if you were in Carrie Kinsey's shoes?
 - g. In what ways was Carrie Kinsey a voice of protest, a fighter for justice for her little brother?

By the end of the discussion, students should understand that child labor was another forced labor supply that was utilized by some industrialists and business owners. Mention that the working conditions that child laborers were subjected to were often horrid.

MULTIMEDIA MODULES + DISCUSSION

1. View Video: An Unlikely Advocate.

Facilitate a discussion about the video. Possible questions to guide the conversation include:

- a. What is the significance of what Ezekiel Archey did?
- b. What are some ways that citizens use persuasive writing and speech to fight against injustice?
- c. Have you ever written anything to persuade a group of people? What was the outcome?
- d. What is an activist? Who do you consider to be activists?

By the end of this discussion, students should understand that activism can take many forms, such as persuasive writing, and that activists can hail from all walks of life.

2. View Video: Letters Poured In.

Facilitate a discussion about the video. Possible questions to guide the conversation include:

- a. What was the impact of these citizen letters?
- b. How did government officials react to the thousands of letters that called for the end of debt slavery?
- c. What are other forms of protest available to people in the early 1900s? Were all of those forms available to everyone?
- d. If you were protesting debt slavery and convict leasing in the early 1900s, what methods would you use?
- e. Have you ever protested against something? If so, what form of protest did you use?
- f. Are there any social issues today that would make you want to write a letter of protest? To whom would you send your letter?
- g. What other forms of protest are available to us now?

By the end of the discussion, students should understand that letter writing was one tactic used to shed light on forced labor and continues to be a method used today.

3. View Video: An End in Sight?

After viewing the video, facilitate a discussion. Possible questions to guide the discussion include:

- a. What does it take to affect change on the federal level?
- b. What are ways to put pressure on the federal government to change policy?
- c. What factors contributed to the federal government's decision to aggressively prosecute debt slavery?
- d. What role, if any, did public pressure play in the federal government's response?

As part of the discussion, explain to students that different factions of the public had pressured the federal government to end forced labor practices. The main factor that led to the federal government's decision to aggressively address forced labor systems was fears that racial inequalities would be used as anti-United States propaganda during World War II. In 1941, Attorney General Francis Biddle issued Circular No. 3591 to all federal prosecutors, instructing them to actively investigate and try more peonage cases.

MAIN ACTIVITY

1. Listen to Audio: A Legacy of Fighting Injustice.

After listening, facilitate a discussion. Possible questions to guide the conversation include:

- a. What are ways that you determine right from wrong?
 - b. Is it always easy to do so, why or why not?
 - c. How was Judge Eugene Reese's work similar to his grandfather's? Consider political, racial, and overall similarities.
 - d. Why do you think Judge Reese's work on education in Alabama was deemed controversial?
 - e. Is justice blind? Why or why not?
 - f. In what ways can fighting for justice be unpopular?
2. Continue the discussion about justice. Possible questions to guide the conversation include:
 - a. What does it mean to fight for justice?
 - b. What are ways that young people can fight for justice today?
 - c. What's required to effect legislative change or legislative enforcement?
 - d. Is there a connection between citizen pressure and government response? If so, what?
 - e. What are instances where public pressure prompted a government response to change a law, policy or practice?
 3. Have students divide a sheet of paper into two columns. In the first column, ask students to develop a list of all the strides — political, racial, social, economic — that past generations have made since the various forms of forced labor took place in the American South after the Civil War. On the opposite column, have students consider in what ways — politically, racially, socially, economically — America should improve as a country.
 4. Next, write on the board Judge Reese's statement from Audio: A Legacy of Fighting Injustice:

"We still have a ways to go." — Judge Eugene Reese

5. Ask students to choose one improvement America should strive for, based on the list they created and in class discussion. Instruct students to write an essay that describes the improvement and provides concrete actions that their generation can take to achieve it. Consider providing a model that advocates for a cause that students can read and analyze before they begin writing. Have students post a one-paragraph summary of their essay on the class blog and invite peer-to-peer commenting and online discussion.

CULMINATING ACTIVITIES

1. Have students research and identify a concrete example (from history or present day) where young men their age advocated for an issue and made an impact. Students can conduct research using the Internet. Have students present their examples to the class by providing information on the issue, background about the young activists, the actions that the students took, and the outcome/impact of their actions. During the presentations, have students take notes of activists and actions that they admire. Lastly, have students post summaries of their examples on the class blog and invite peer-to-peer commenting and online discussion.

Here are examples of youth advocating for issues that may provide inspiration for students:

Young Immigration Activist, Jose Antonio Machado, Fights To Bring Deported Mother Back

http://www.huffingtonpost.com/2014/02/08/jose-antonio-machado-deported-mother_n_4751602.html

Black UCLA students decry lack of diversity in video

<http://www.usatoday.com/story/news/nation/2013/11/14/youtube-ucla-lack-diversity/3518373/>

Chicago's Black, Brown youth unite against incarceration, lack of opportunities

<http://www.thegatnewspaper.com/2014/05/chicagos-black-brown-youth-unite-against-youth-incarceration-lack-of-opportunities/>

2. Have students develop a Storify (www.storify.com) about the activism of young people. Storify is a social curation tool that allows users to create rich, multimedia narratives about topics by curating links, text, social media and more. Students can curate content based on their own research about young activists as well as the examples presented by their peers. Here's a resource about using Storify in the classroom: <http://www.gradhacker.org/2014/03/21/potential-uses-for-teaching-with-storify/>. Have students share links to their Storify on the class blog and invite peer-to-peer commenting and online discussion.
3. Have students identify an issue of importance to them. Then, have them outline at least three practical ways that they can advocate for that issue. Have students post their issue and their three suggestions for taking action on the class blog

and invite peer-to-peer commenting and online discussion. Have students implement one of the actions that they proposed.

STANDARDS

Common Core State Standards (Grades 11–12)

English Language Arts Standards - Reading: Informational Text

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

English Language Arts Standards – Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

English Language Arts Standards - Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9 through 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,

development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.

English Language Arts Standards – Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

English Language Arts Standards - History/Social Studies

- 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.
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

CREDITS

Curriculum Developer: [pride collaborative](#)

Curriculum Writer: Felicia Pride

Curriculum Consultant: Annie Gordon

Curriculum Advisor: David E. Kirkland, PhD, Associate Professor of English and Urban Education, New York University

Letter by Carrie Kinsey (Transcript)

Bainbridge, Georgia, July 26, 1903.

Mr. President, I have a brother about 14 years old. A colored man came here and hired him from me, and said that he would take good care of him, and pay me five dollars a month for him—and I heard of him no more. He went and sold him to McRee, and they has been working him in prison for 12 months and I has tried to get them to send him to me and they won't let him go. He has no mother and no father. They are both dead, and I am his only friend and they won't let me have him. He has not done nothing for them to have him in chains, so I write to you for you to help me get my poor brother. His name is James Robinson. And the man that carried him off, his name is Dan Cal. He sold him to McCree at Valdosta, Georgia. Please let me hear from you at once.

Carrie Kinsey

[Note: This transcript has been edited slightly.]