

# A CRITICAL INQUIRY INTO AFRICAN ENSLAVEMENT & HUMAN RESISTANCE

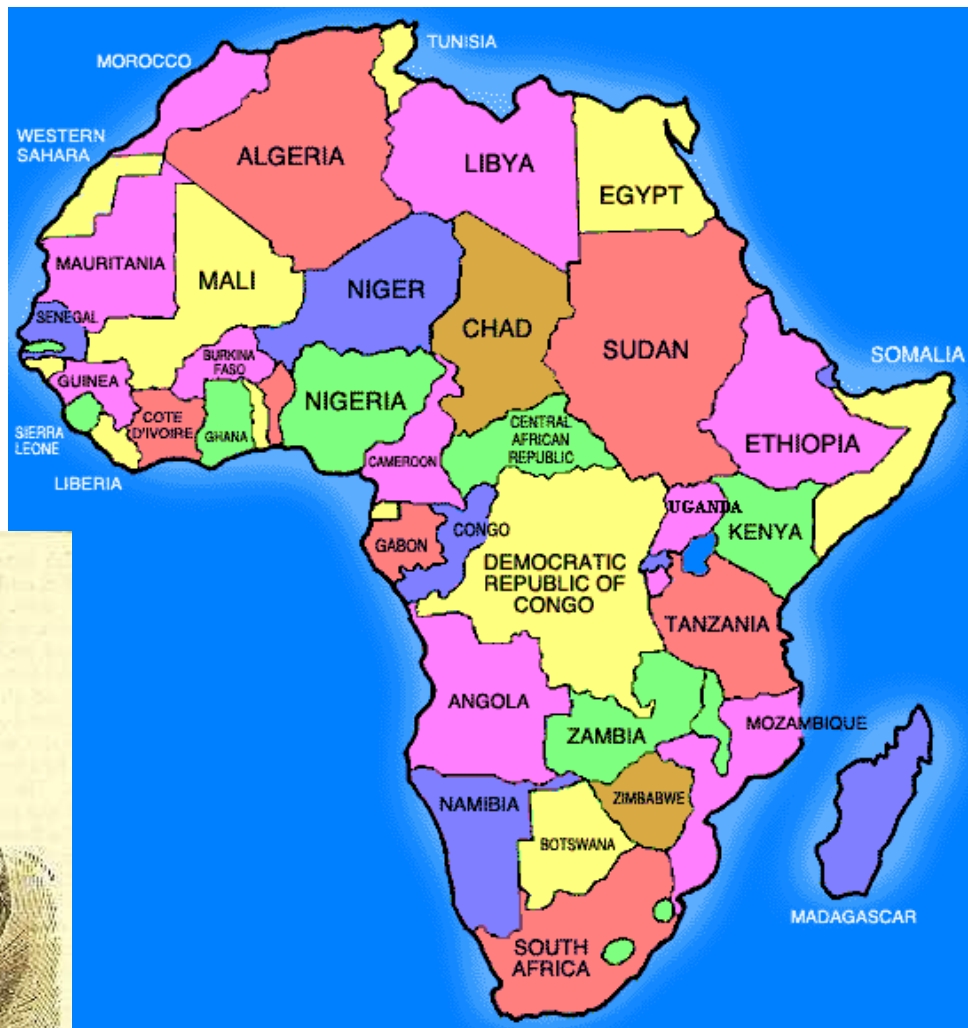
## LESSON 2: What's In A Name



Malcom X

[Link](#)

From start to 2:01



Tupac Shakur

[Link](#)

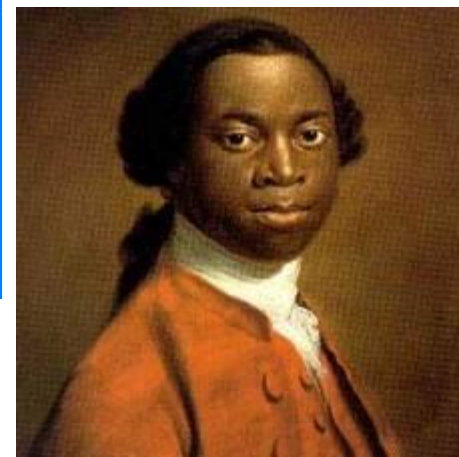
From start to 2:03



Olaudah Equiano

[Link](#)

Start to :03



Phillis Wheatley

[Link](#) From Start to 1:18



## VIDEO LINKS

- Malcolm X
- <http://www.youtube.com/watch?v=ENHP89mLWOY>
- Tupac Shakur
- <http://www.youtube.com/watch?v=5AzIT779b4c>
- Phillis Wheatley
- <http://www.youtube.com/watch?v=633AjEIG2A8&feature=related>
- Olaudah Equiano
- <http://www.youtube.com/watch?v=aztipRPa1Yw&feature=related>

# LESSON PLAN 2

Using the Backward Design Lesson Plan for Integrated Learning

## What's In A Name

**Essential Question(s):** How are names powerful?

- **Subject:** Social Studies
- **Topic:** Our names have history and power.
- **Aim:** How does an understanding of the way that people are named cause us to think about issues of powerfulness and self identification?

### Stage 1: Desired Results

#### Standards:

- **English Language Arts Standards:**
- (page 39) RI – Integrate Information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- (page 49) SL – Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- (page 53) L- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Social Studies Standards:**
- (page 62) RST – Determine the meaning of symbols, key terms and other domain specific words as they are used in specific scientific or technical context relevant to grades 6 – 8 texts and topics.

# LESSON PLAN 2 **What's In A Name**

## **Understanding(s) - SWABAT**

### **What are the big ideas?**

- Names have meaning.
- How we identify ourselves is important.

### **• What Specific understandings about them are desired?**

- Names have political power.
- Names contain information about history.
- Names are personal as well as political.

### **• What misunderstandings are predictable?**

- Students may not fully understand the connection between names and personal and political politics.
- Students may have positive or negative associations with their names.
- Students may feel conflicted about what to call themselves.

# LESSON PLAN 2 **What's In A Name**

## **Understanding SWABAT's cont.**

- **Essential Question(s):** How does an understanding of the peoples names cause us to think about issues of powerfulness and self identification?
- **Topics For Investigation:**
  - Where do names come from?
  - Why would one person change another persons name?
  - Why might someone change their own name?
  - How does our name reflect our history?

# LESSON PLAN 2 **What's In A Name**

- **Stage 2 – Assessment Evidence**
- **DBQ Exercise(s):**
- In each section children are asked to share and listen to information about names.
- Then they are asked to compare and contrast two historical figures using a Venn Diagram which they will present to the class.
- Children are encouraged to make observations about these people's names as well as their histories.
- Children will write a one page imaginary story about what life would have been like if you were an enslaved person living in America. They should think about the lives of Wheatley and Equiano when they are writing their story.

# LESSON PLAN 2 **What's In A Name**

## LEARNING PLAN

- **Stage 3 – Learning Plan – 5 Sections - TOTAL TIME 55 Minutes**
- **Section 1: 10 Minutes MOTIVATION Children Present Their Homework Reflections About Their Names**
- Discuss our names and where they come from.
- THINGS TO CONSIDER: What, if anything, did you learn about your name that was surprising.
- **Section 2: 15 Minutes MOTIVATION Watch Malcom X and Tupac videos about names.**
- Discuss the Videos. Compare and Contrast the two interviews.
- THINGS TO CONSIDER: What do you think about what these two men had to say about names? What do you think Malcom X's real name is? What do you think about Tupac saying that his name liberated him? What did you think about the questions asked or comments made by the interviewers?
- **Section 3: 5 Minutes MOTIVATION Hand Outs Articles about Oleado Equiano and Phillis Wheatly.**
- **Section 4: 20 Minutes** Divide the class into small groups. Give each child a set of articles and each group a set of colored pencils. Instruct them to read the articles and to create a Venn Diagram comparing and contrasting the lives of Equiano and Wheatly. Find one quote by each person and copy and decorate that quote. Provide portraits of Wheatly and Equiano.
- **Section 5: 10 Minutes** As a group, discuss the diagrams. Have students post their group diagrams, quotes and illustrations on the bulletin board for display throughout the unit.



# LESSON PLAN 2 **What's In A Name**

## Section 4 Handout 1

## Phillis Wheatley c.1754 – 1784



Phillis Wheatley was the first African American, the first slave, and the third woman in the United States to publish a book of poems.

Kidnapped in West Africa and transported aboard the slave ship Phillis to Boston in 1761, she was purchased by John Wheatley as a servant for his wife. Young Phillis quickly learned to speak English and to read the Bible with amazing fluency.

Because of her poor health, obvious intelligence, and Susannah Wheatley's fondness for her, Phillis was never trained as a domestic; instead she was encouraged by the Wheatleys to study theology and the English, Latin and Greek classics. She published her first poem in 1767, and six years later, she published a book, *Poems on Various Subjects*. That same year, John Wheatley emancipated her.

Wheatley achieved international renown, traveling to London to promote her book and being called upon as well as received by noted social and political figures of the day -- including George Washington, to whom she wrote a poem of praise at the beginning of the war, and Voltaire, who referred to her "very good English verse."

Wheatley lived in poverty after her 1778 marriage to John Peters, a free black Bostonian. Although Wheatley advertised for subscriptions to a second volume of poems and letters, she died before she was able to secure a publisher. Her final manuscript was never found.

Related Entries: LINKS

- [Illustration for Phillis Wheatley, Poems on Various Subjects:](http://www.pbs.org/wgbh/aia/part2/2h7.html)

<http://www.pbs.org/wgbh/aia/part2/2h7.html>

- [Portrait of Phillis Wheatley:](http://www.pbs.org/wgbh/aia/part2/2h77.html)

<http://www.pbs.org/wgbh/aia/part2/2h77.html>

- ["To the Right Honourable William, Earl of Dartmouth":](http://www.pbs.org/wgbh/aia/part2/2h20.html)

<http://www.pbs.org/wgbh/aia/part2/2h20.html>

- [Letter to Reverend Samson Occum:](http://www.pbs.org/wgbh/aia/part2/2h20t.html)

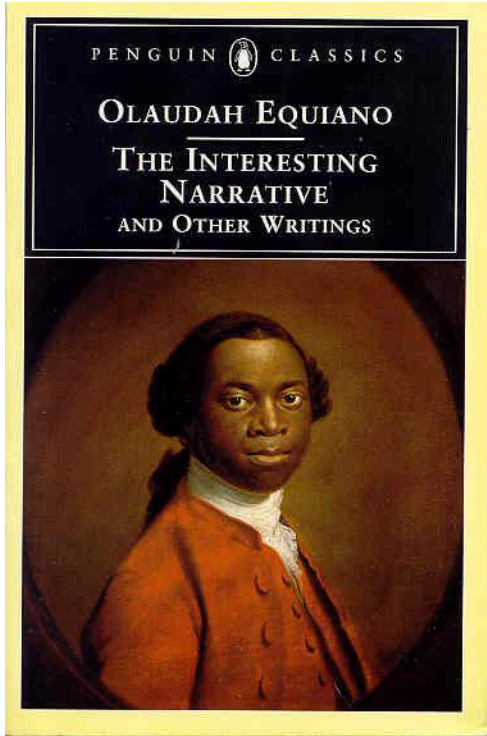
<http://www.pbs.org/wgbh/aia/part2/2h20t.html>



# LESSON PLAN 2 **What's In A Name**

## Section 4 Handout 2

## Olaudah Equiano 1745 - 1797



Captured far from the African coast when he was a boy of 11, Olaudah Equiano was sold into slavery, later acquired his freedom, and, in 1789, wrote his widely-read autobiography, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*.

The youngest son of a village leader, Equiano was born among the Ibo people in the kingdom of Benin, along the Niger River. He was "the greatest favourite with [his] mother." His family expected to follow in his father's footsteps and become a chief, an elder, a judge. Slavery was an integral part of the Ibo culture, as it was with many other African peoples. His family owned slaves, but there was also a continual threat of being abducted, of becoming someone else's slave. This is what happened, one day, while Equiano and his sister were at home alone.

Two men and a woman captured the children. Several days later Equiano and his sister were separated. Equiano continued to travel farther and farther from home, day after day, month after month, exchanging masters along the way. Equiano's early experiences as a slave were not all disagreeable; some families treated Equiano almost as a part of the family. The kind treatment, however, was about to end.

About six or seven months after being abducted, Equiano was brought to the coast, where he first encountered a slave ship and white men.

### Related Entries:

- [Olaudah Equiano](#)

LINK:

<http://www.pbs.org/wgbh/aia/part1/1h313.html>

# LESSON PLAN 2 **What's In A Name**

## Section 4 Handout 3

## Olaudah Equiano 1745 - 1797



As it was for all slaves, the Middle Passage for Equiano was a long, arduous nightmare. In his autobiography he describes the inconceivable conditions of the slaves' hold: the "shrieks of the women," the "groans of the dying," the floggings, the wish to commit suicide, how those who somehow managed to drown themselves were envied.

The ship finally arrived at Barbados, where buyers purchased most of the slaves. There was no buyer, however, for the young Equiano. Less than two weeks after his arrival, he was shipped off to the English colony of Virginia, where he was purchased and put to work. Less than a month later, he had a new master -- Michael Henry Pascal, a lieutenant in the Royal Navy. Under this master, who owned Equiano for the next seven years, Equiano would move to England, educate himself, and travel the world on ships under Pascal's command.

In 1766, Equiano bought his freedom. He found work in the trade business in the West Indies, then in London. In 1773, he took part in an expedition to try to discover the Northwest Passage, a route through the arctic to the Pacific Ocean.

Back in England, Equiano became an active abolitionist. He lectured against the cruelty of British slaveowners. He spoke out against the English slave trade. He worked to resettle freed slaves.

By 1789, the year he published his autobiography, Olaudah Equiano was a well-known abolitionist.

Ten years after his death in 1797, the English slave trade was finally abolished.

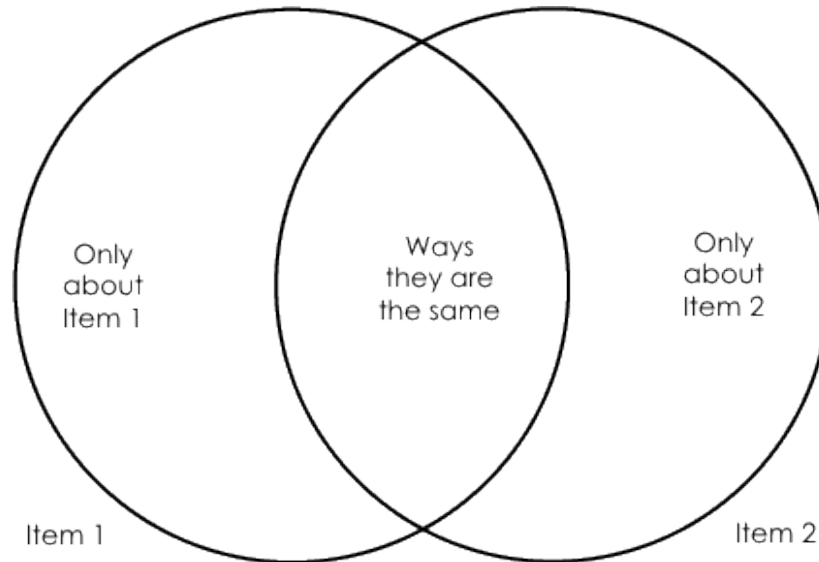
### LINK:

[http://upload.wikimedia.org/wikipedia/commons/thumb/7/78/Olaudah\\_Equiano\\_-\\_Project\\_Gutenberg\\_eText\\_15399.png/20px-Olaudah\\_Equiano\\_-\\_Project\\_Gutenberg\\_eText\\_15399.png](http://upload.wikimedia.org/wikipedia/commons/thumb/7/78/Olaudah_Equiano_-_Project_Gutenberg_eText_15399.png/20px-Olaudah_Equiano_-_Project_Gutenberg_eText_15399.png)

# LESSON PLAN 2 **What's In A Name**

## Section 4 Handout 4 - VENN DIAGRAM

**Phillis Wheatley** c.1754 – 1784



**Olaudah Equiano 1745 - 1797**

# LESSON PLAN 2 **What's In A Name**

- **Section 6:      HOMEWORK      5 Minutes**
- Write a one page imaginary story about what life would have been like if you were an enslaved person living in America.
  - Where would you live?
  - How old would you be?
  - What gender are you?
  - How would you feel?
  - What would you do?
  - What would your name be?

# LESSON PLAN 2: RUBRIC

## What's In A Name

### VENN DIAGRAM RUBRIC

Assessment will be performed by the children. Groups will present their diagram. The class will vote on whether they think the diagram deserves 5 points. If it is decided that the diagram does not deserve 5 points, the class will give three specific improvements needed and the group will be able to make recommended changes. When the three suggestions have been added, the group will get their 5 points.

### HOMework RUBRIC

Either **RUBRIC** Or

Either

- You turn your homework assignment, and get 5 points.

Or

- You do not turn your homework assignment, you and get 0 points.