

LESSON PLAN

Historical Heroes: From Brazilian Freedom Fighters To the Underground Railroad Grades 9-12

Objectives:

- Examine the concept of individual freedom and restrictions to it.
- Analyze the qualities that historical heroes share.
- Compare and contrast two heroes in an essay

Social Studies Content Expectations

P1.1: Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.4: Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

Materials:

- Student Information Sheet: Historical Heroes
- Student Information Sheet: Palmares and Underground Railroad
- Student Information Sheet: Detroit Underground Railroad Historic Sites
- “Let’s Investigate” on banditsandheroes.org

Introduction:

Ask:

- What is freedom?
- What freedoms do you have in your own life?
- Should individual freedoms have limits?
- What might some of those limits be?
- How are limits to individual freedom different from enslavement?

Activity 1:

What are the qualities of a hero?

1. Read the information on Zumbi and Antonio Conselheiro from the Historical Heroes Information Sheet. What values do the Brazilian heroes, Zumbi and Antonio Conselheiro, have in common? What is the difference between an outlaw and a hero?
2. Continue reading on William Lambert and Frederick Douglass, and have students select two of the heroes to write a short comparison and contrast essay. Have them collect additional information from the Internet on the heroes they choose.

Activity 2: Group Discussion

Ask students what makes a free society? Are we living in one now? What are the boundaries of freedom in a society? Do you think that during the time of enslavement, some people viewed their society as free?

Have students read the information on the Palmares Information Sheet. Respond in writing.

Assessment/Reflection:

- What are the main ideas you are taking away from this lesson?
- Who are our popular heroes today?

Extension Activities:

1. In a creative writing piece (short story, comic strip, poem, etc.) create your own self-sustaining community. How would all of the daily needs of everyone be met? Who would do what jobs? How could you make a community that is MOST ideal for everyone living there?
2. Students will go to the “Let’s Investigate” worksheets on the banditsandheroes.org website and locate the “Revolt of the Malês” by Sol Bahia. Read and discuss where the strong Muslim presence in Salvador in the 18th century originated and describe this painting. Tell: Who is depicted in this picture? What actions are occurring? What is the message of this work?

3. Ask students to read the “Detroit Underground Railroad Historic Sites Information Sheet” and personally visit at least one of those sites. Students will write a short paragraph and/or report in class on what is present at the site today. Encourage students to photograph the site as it exists today.