

Lesson Plan # 9 for *Genius of Freedom: Two Views of Black Suffrage* by Abby Brazina

Grade Level: Middle or high school

Topics: Voting Rights, Fifteenth Amendment, Reconstruction, Pennsylvania politics, Black conventions

Pennsylvania History Standards: 8.1.6 B, 8.1.9 B, 8.2.9 B, 8.2.9 D, 8.3.9 B, 8.3.9 D

Pennsylvania Core Standards: 8.5.6-8 B, 8.5.9-10 B, 8.5.11-12 B, 8.5.6-8 E, 8.5.9-10 E, 8.5.11-12 E, 8.5.6-8 F, 8.5.9-10 F, 8.5.11-12 F, 8.5.6-8 I, 8.5.9-10 I, 8.5.11-12 I

***African American History*, Prentice Hall textbook:** pages 410-411, 440-443

Overview: In this lesson, the students will analyze primary source documents (one written document and one political cartoon) from the *Genius of Freedom* exhibit that show differing perspectives on the issue of suffrage for African Americans in the years after the Civil War. The students will identify the arguments and persuasive elements in both documents using text-based evidence. The students will then be asked to create their own political cartoon based on the arguments of the persuasive writing and using the same elements they identified in the political cartoon from the exhibit.

Materials from the Exhibit:

“*The Constitutional Amendment!*” political cartoon

“*Memorial of the Executive Committee of the Late National Convention of the Colored Men of the Country*” petition to Congress

Supplementary Materials:

Cartoon Analysis Guide from the Library of Congress Classroom Materials

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf

Cartoon Analysis Worksheet from the National Archives Classroom Materials

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Analyzing Persuasive Writing/an Argument Essay worksheet (attached)

Planning a Political Cartoon worksheet (attached)

Procedure:

1. Introduce the purpose of a political cartoon by explaining that such illustrations have been used for centuries to show one side of an issue and are meant to persuade the viewer to agree with the opinion of the artist. Inform students that the artist uses symbols, exaggeration, irony, analogy, and labels to convey a serious message. Explain that a political cartoon is meant to communicate a message quickly to a large number of people.
2. Ask students to give examples of when and where they've seen political cartoons.
3. Distribute the Cartoon Analysis Worksheet. Project the image *The Constitutional Amendment!* so all students can see it and have them complete the worksheet.
4. Have the students share their answers with a partner before discussing the image as a whole class.
5. Distribute the Cartoon Analysis Guide. Go over the definitions for each of the elements of a political cartoon and have the students individually answer the questions for each of the elements, as well as the questions on the second page of the handout. In addition to the questions listed here, students should identify the audience for this cartoon. They should also explain how they know their answers to the questions on the second page are true (cite text-based evidence).
6. Explain to students that persuasive or argument essays are another way to communicate an idea to an audience in an attempt to convince them to agree with a certain idea or point of view.
7. Distribute copies of the Analyzing Persuasive Writing/Argument Essays worksheet.
8. Go over the elements of good persuasive writing: thesis/position statement, facts and details to support the thesis/position statement, facts and details to disprove the opposition, conclusion.
9. Ask students to identify examples of persuasive writing they've seen or encountered and explain what the purpose was of those examples. (When/how is persuasive/argument writing useful or effective?)
10. Distribute photocopies of the "*Memorial of the Executive Committee of the Late National Convention of the Colored Men of the Country*" and of the persuasive writing worksheet. The worksheet asks the students to identify the different elements in a piece of persuasive writing using text-based evidence.

11. Ask the students to identify similarities and differences between the persuasive elements and techniques used in the political cartoon and the elements and techniques in the writing.
12. Distribute the Political Cartoon Planning Sheet to the students and tell them their task is to create a political cartoon to convey the message of the "*Memorial of the Executive Committee of the Late National Convention of the Colored Men of the Country.*"
13. After the planning is completed, it is up to the teacher if they want to have the students actually create the cartoon as a cumulative assessment.

THE CONSTITUTIONAL AMENDMENT!

GEARY

Is for Negro Suffrage.

STEVENS

Advocates it.

FORNEY

Howls for it.

MCCURTRE

Speaks for it.

CAMERON

Wants it.

The LEAGUE

Sustains it.

They are rich, and want to make

The Negro the Equal

OF THE POOR WHITE MAN,
and then rule them both.



Surely, we did not fight for this!

I thought we fought for the Union!

Come on, my brave boys, you saved the Nation.

Dat's so, Brudder Yank, and you need our votes now. De poor White Trash must stand back.

Negroes rule us now

We have no chance here.

The BLACK Roll

CANDIDATES FOR CONGRESS
WHO VOTED FOR THIS BILL.

- THAD. STEVENS
- WM. D. KELLEY
- CHAS. O'NEILL
- LEONARD MYERS
- JNO. M. BROOMALL
- GEORGE F. MILLER
- STEPHEN F. WILSON
- ULYSSES MERCUR
- GEN. V. LAWRENCE
- GLENNI W. SCHOFFIELD
- J. K. MOORHEAD
- THOMAS WILLIAMS

THE RADICAL PLATFORM--"NEGRO SUFFRAGE THE ONLY ISSUE!"

Every man who votes for Geary or for a Radical Candidate for Congress, votes as surely for Negro Suffrage and Negro Equality, as if they were printed on his ballot.

MEMORIAL
OF THE
EXECUTIVE COMMITTEE OF THE LATE NATIONAL CONVEN-
TION OF THE COLORED MEN OF THE COUNTRY.

PRAYING

*The right of suffrage be granted to all citizens without regard to race, color,
or previous condition.*

FEBRUARY 5, 1869.—Ordered to lie on the table and be printed.

WASHINGTON, D. C., *January 27, 1869.*

To the Honorable the Senate of the United States :

The national executive committee, in accordance with instructions given them by the late national convention of the colored men of this country, do petition your honorable body to secure the right of suffrage to all citizens, without regard to race, color, or previous condition, and beg leave to state, in part, the convictions and reasons which move us. We are recognized citizens of this nation; we have not forfeited by rebelling, or the commission of any crime, any right incidental to citizenship. Our government ignores in its declared platform of principles, in its Constitution, as in its spirit, the idea of inequality in man, in citizenship, the doctrine of privileged class, or attainder of blood. No interest is served in having any contrary rule prevail. The first duty of government is the protecting its citizens. We are unprotected. We are at the mercy of the country; subjects of contempt; a despised class; shorn not only of due power and influence in the land, but made to feel alienated whilst of the nation—aliens in our native land, knowing no other—made to feel that the hands of countrymen are constantly raised against us. We would affirm that while we are primarily moved to petition your honorable body because we are the immediate subjects of injustice, we also feel a pride, as Americans, that our government should stand consistent with its declared principles, and an example before the world, that Ireland and all oppressed Europe may in our country have hope.

All of which is most respectfully submitted.

G. T. DOWNING, *President.*

F. G. BARBADOES,
Secretary National Executive Committee.

Name _____ Date _____

Analyzing Persuasive Writing

Persuasive writing is used to convince the audience that one way of thinking is better than another way of thinking. Strong persuasive writing has a clear opinion statement and uses facts and logic to support the author's argument. Use the chart below to identify the different elements of persuasive writing. Be sure to restate the author's ideas in your own words.

Title of the Document:

Author:

Intended Audience:

Position Statement/Thesis: What point of view or action does the author want the reader to take and how do you know this?

Supporting Facts: What facts does the author include to support their position statement/thesis?

Logical Reasoning: How does the author use logic and reasoning to appeal to the audience?

Name _____ Date _____

Creating a Political Cartoon: Planning Sheet

What is the topic of your political cartoon?	What is your position/opinion on this topic?
What symbols will you use in your political cartoon to communicate your message?	What action will be taking place in your cartoon?
How will you use exaggeration in your cartoon?	What captions or labels will you use in your political cartoon?

What analogy will you make in your cartoon and how will you show this analogy?	How will you use irony in your cartoon?

In the space below, draw a rough sketch of your cartoon:

