

"We Will Never Dissever Your Names"

"Stony the Road We Trod..." Institute 2019 Lesson Plan

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Group Concept	Institutions
Subject/Course	10 th /11 th Grade United States History from 1877 to Present 10 th /11 th Grade Advanced Placement United States History
Lesson Plan Title	"We will never dissever your names." A look at the identities of the victims of lynching



**The Ida B. Wells
Memorial Grove
at the National
Memorial for
Peace and
Justice**

Brief Narrative:

Most state standards for High School US History require teachers to mention Ida B. Wells, but does not require them to go into detail about lynching. This lesson goes beyond surface level facts and focuses on the stories of those who were lynched. Students will have the opportunity to step into a small replica of the National Memorial for Peace and Justice in Montgomery, Alabama. Students will read 30 descriptions of victims of lynching and then place the locations of those lynchings on a map. Students will soon realize that there were more than 30 lynchings in America after looking at the interactive map on the EJI website.

Students will then learn about the stories of those who were lynched specifically in their county, and the monument to those people which is located at the National Memorial for Peace and Justice in Montgomery, Alabama. They will write a letter grounded in historical evidence to their state representative, asking them to bring the monument

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home to their county. Students will not only know about Ida B. Wells, they will become advocates against lynching, just like her.

Note: Students are expected to have some knowledge of the role of African American Reformers during the Progressive Era, including Ida B. Wells.

Essential Question: How did institutions transform during the course of the Long Civil Rights Movement?

Guiding Questions (4)

- How has the work of Ida B. Wells' been preserved into the 21st Century?
- Why was lynching used as a method to terrorize and intimidate African Americans in the 1800s and 1900s?
- What can we learn about history from the stories and testimonials of people?
- What role do memorials and monuments play in educating us about history?

Learning Objectives

- To understand the work of Ida B. Wells in raising awareness about lynching
- To identify the locations that lynching took place throughout the United States.
- To synthesize the stories of victims of lynching and draw a conclusion on how lynching was used to intimidate and terrorize African Americans.
- To understand the importance and relevance of the 6th Amendment
- To corroborate evidence to build a historical argument

Class Periods: 2-50 minute class period

Lesson Plan Details

College and Career Readiness Standards

NCSS.D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

NCSS.D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

NCSS.D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

NCSS.D2.His.12.9-12. Use questions generate about multiple historical sources to pursue further inquiry and investigate additional sources.

NCSS.D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

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Preparation:

Please review all attachments to this lesson plan including student handouts and "We Will Never Dissever Your Names" powerpoint slides.

PRINT the following:

- 1 Blank Map for Each Student
- 1 Chart and Reflection Questions for Each Student
- 1 "Invocation" Poem for Each Student
- = 1 copy of "Letter to Congressman" template for each student
- 1 colored copy of each of the 30 memorial cards. It is recommended that you laminate these so you can save them.

DAY ONE:

Activity 1: Map and Reflection

***This Activity should take approximately 45 minutes.**

Preparing for the activity:

Print the following: 1 for each student of US Map with states labeled, 1 Chart and Reflection Questions

Also print 1 colored copy of each of the 30 memorial cards. It is recommended that you laminate these so you can save them.

Please open the Ida B. Wells Powerpoint and be ready to project the information with your students

Activity Instructions

1. Go over the slides in the Ida B. Wells PowerPoint. Begin with the Maya Angelou quote.
2. After discussing Ida B. Wells, explain to the students that they will become investigative journalists like her. They will go around the room and look at the memorial cards, reading the stories and finding out the locations of 30 lynching victims throughout the United States in the late 1800s and Early 1900s.
3. While students are walking around the room, they will put a dot on their map for each location where someone was lynched. There is a map on each memorial card to help students identify locations.
4. Students will then fill in the information found on each memorial card on their chart. They will write the name of the victim, their location, and their

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"crime" or the reason that they were lynched. This process should take students about 30 minutes.

5. Once students have finished reading the memorial cards and completing their maps and charts, the teacher will bring the whole class back together.
6. Students will answer Reflection Question 1 to be prepared for a class discussion on the reasons that people were lynched.
7. The teacher will show students the Interactive Map on Lynching from the EJI to show students the impact of Ida B. Wells' work and that there were more than 30 lynchings that took place across the United States.
8. The students will then have the opportunity to explore the website individually and to answer the discussion questions.

***THIS WILL BE THE END OF THE FIRST DAY OF THE LESSON.**

DAY TWO:

Activity 2: "Invocation" Poem Analysis

***This activity should take approximately 10 minutes.**

Preparing for the activity: Print 1 copy of the Invocation poem and reflection for each student.

Activity Instructions:

1. Pass out a copy of the Invocation poem to each student. Remind students of what they discussed previously about Ida B Wells and lynching. Mention that this poem is found in a monument at the Memorial for Peace and Justice.
2. Read the poem out loud. Encourage students to highlight words that stick out to them and to write notes to the side.
3. Have students answer the reflection questions. Then discuss the poem as a class. Discuss specifically the line "We will never dissever your names." Ask what the word dissever means? Why is the line important when discussing the victims of lynching.

Activity 3 (Closing Assessment- Summative): Letter to State Representative

***This activity should take approximately 40 minutes**

Preparing for the activity: Print 1 copy of the Letter to State Representative handout for each student.

Activity Instructions:

1. Tell the students there was two African Americans lynched in Kaufman County. Discuss the stories of Martin Bradley and Crawford Benson. Ask students how they feel about knowing that lynchings occurred in their own county.

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2. Tell students about the monuments that are waiting to be claimed at the Memorial for Peace and Justice. Discuss the significance of a memorial and reasons why it would be important to bring the monument to Kaufman County.
3. Pass out a copy of the Letter to State Representative Handout to each student. Go over the assignment instructions with the students.
4. Give the students the remainder of the period to work on their letters. Walk around the room to offer assistance.