

African Americans in New England Speed Dating

Teacher: Ms. Cohen

Class: U.S. History

Timeframe: 2 days (can be adjusted to time constraints)

Aim:

How would different people from colonial New England relate to and work with one another?

Learning Outcomes (Objectives): *Students will be able to (SWBAT)*

SWBAT:

- Compare and contrast the views of different types of people of the era
- Analyze the extent to which certain people could have worked with/against others
- Understand the reasons the people from the colonial era participated in the actions they did and the effect of slavery on the age

Common Core Standard(s):

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Resources:

Students will spend Day 1 of the 2-day lesson investigating one of the individuals from the colonial era. They will/can use a variety of resources to investigate – websites, textbooks, videos and/or resources from the classroom library. Day 2 will be spent doing the actual speed dating activity.

Agenda:

Do Now:

Day 1 –

1. Pick 2 people from different eras of U.S. history that would get along on a particular issue if they met at a party. What is the issue and why would they agree? (NOTE: This can be about eras that you've already covered – it does not have to be from this era.)
2. Pick 2 people from different eras of U.S. history that would NOT get along on a particular issue if they met at a party. What is the issue and why would they NOT agree? (NOTE: This can be about eras that you've already covered – it does not have to be from this era.)

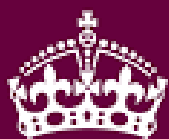
Mini-Lesson:

(Guiding Practice & Independent Practice)

Day 1 –

1. Show video about slavery in colonial New England (obviously this should be as long or short as you prefer, given your class and their general attention span and level of discussion).
2. Students will take notes on the video and discuss the issues brought up in it.
3. Students will pick the names of their people for speed dating at random, out of a

	<p>hat. The list of names is:</p> <table border="0"> <tr> <td>James DeWolf</td> <td>Peter Fleet</td> </tr> <tr> <td>Mumbet/Elizabeth Freeman</td> <td>Lemuel Haynes</td> </tr> <tr> <td>Abijah Prince</td> <td>Lucy Prince</td> </tr> <tr> <td>Isaac Royall, Jr.</td> <td>Isabella Baumfree/Sojourner Truth</td> </tr> <tr> <td>John Williams</td> <td>Timothy Sedgwick</td> </tr> </table> <p>NOTE: Teachers can add/change people as they feel necessary.</p> <p>4. Teacher will distribute “African Americans in New England Speed Dating” handout and read it with the class. Teacher will field questions about the process. Teacher will then distribute “Speed Dating Profile Form” and field questions that students might have.</p> <p>Day 2 –</p> <ol style="list-style-type: none"> Students will be split up into groups of 6-8, depending on the number of people you choose to pick from the list of people from the Colonial era in New England (obviously you may add others that I haven’t listed) and the size of the class. You will arrange students at different tables for the speed dating, each one sitting directly across from another student. Each table should have one of each character. Students will speak only to the person across from them (their “date”). One person will talk about themselves (their character) for 2 minutes while the other person takes notes on their life, and at the teacher’s word, they will switch roles. Teacher can obviously make this last for longer or shorter than 2 minutes, depending on the students. After 4-5 minutes, students will move one seat to the right/left and the “date” will begin between those different characters. Students will keep rotating until they have “dated” everyone at the table. NOTE: Depending on the class, you can have them do as much of this activity as you like. As you read below, just know that if you feel it’s a bit much, you can cut out things like the business cards or other parts. It’s obviously at your discretion. ANOTHER NOTE: Teachers can “play” with this activity as they want – you may want to have tablecloths, Hershey’s kisses at the tables, tea lights, soft music playing, yule log up on the smartboard, etc. ☺ 	James DeWolf	Peter Fleet	Mumbet/Elizabeth Freeman	Lemuel Haynes	Abijah Prince	Lucy Prince	Isaac Royall, Jr.	Isabella Baumfree/Sojourner Truth	John Williams	Timothy Sedgwick
James DeWolf	Peter Fleet										
Mumbet/Elizabeth Freeman	Lemuel Haynes										
Abijah Prince	Lucy Prince										
Isaac Royall, Jr.	Isabella Baumfree/Sojourner Truth										
John Williams	Timothy Sedgwick										
<p><u>Closer:</u></p>	<p>Day 1 – Which person were you hoping to get when you picked out of the hat and why?</p> <p>Day 2 – After the speed dating, students will begin to write a reflection essay on their experience. They will answer the following questions in paragraph form.</p> <ol style="list-style-type: none"> Write a short essay that details: <ol style="list-style-type: none"> Which person your person most connected with and why Which person your person least connected with and why Of all of the people involved, which can be said to have the longest-lasting effect and WHY? [Cannot be your own person] 										
<p><u>Homework:</u></p>	<p>Day 1: Make final preparations for the next day’s African Americans in New England Speed Dating.</p> <p>Day 2: Finish their reflection essay.</p>										



**KEEP
CALM
AND TRY
SPEED
DATING**

DATING



African Americans in New England *Speed Dating*

You will be assuming the character of a person who is related to slavery in New England. Your task is to research your person and create a “Speed Dating Profile Form” which summarizes the basic information about your person. In addition to the profile form, you will provide a “nameplate” that identifies you (and any information you wish to share) and a “business card” that you will give to your “dates” during the speed dating activity. You will also need to bring a “prop” that helps your “date” identify you—something from your individual’s past or present (be creative, yet sensitive).

During the speed dating, you will meet with with other people who lived during this era (or close to this era). You may or may not like them – or agree with them. Your goal is to figure out who you “match” with and who you may not “match” with – people you can relate to, allies who have the same political, social, or economic interests or ideals.

You will have a 4-5 minute “meet and greet” during which you will share your story and listen to the story of the person with whom you are paired. Therefore, you should have a 2-minute soliloquy prepared about yourself ready to present. It will be your task to learn about the people who you have “met” and take notes on their stories. At my signal, both people seated at the desks will move.

You have the choice of what types of research you’d like to use – credible online resources, textbook, your notes, etc., but *you will have to hand in a bibliography*, in proper format, at the time of the speed dating event.

You will need to make a *business card* for your person with your information on it. You can find templates in Google Docs or online. You should print 8 cards – you can do them all on 1 sheet and cut them up. You can use normal paper for this – no need to go crazy here. Your card should have your name, your job, your skills, or any other information/graphics you feel appropriate.

Rules for the speed dating:

- Be ready and prepared! Know who you are!
- Be in character the *whole time*.
- Have your nameplate, business cards, and notes with you for the duration of the activity.
- Ask questions - give answers - participate!
- Get to know the other person.
- Complete the notes chart with information on the people you meet.
- Learn something - find your “match” (es)
- HAVE FUN!

What am I grading?

- Your Speed Dating Profile Form (I will give you these)
- Your business cards (you will print 1 page – 8 cards)
- Your bibliography
- Your prop/dress/creativity
- Your communication during the event
- Your ability to stay in character during the event
- Your completed Progressive Reformer Information Chart (you will complete this during the event)

Questions to Consider:

1. In what ways was your person in charge/not in charge of their own lives/work? If you weren't in charge of your life, how did you resist this situation?
2. What success did the individual have?
3. What detail(s) of the person's work made him or her an interesting historical figure?
4. What lasting impact do you feel your person had on American society?

Below are the people who will be participating in this event:

James DeWolf

Peter Fleet

Mumbet/Elizabeth Freeman

Lemuel Haynes

Abijah Prince

Lucy Prince

Isaac Royall, Jr.

Isabella Baumfree/Sojourner Truth

John Williams

Timothy Sedgwick

Speed Dating Profile Form

Person's Name: _____

What region are you from? _____

What sort of work do you do? _____

Where is your family from? _____

Years you lived (you can approximate if you can't get specific years): _____

Bio: How did your childhood/education/upbringing affect your views? _____

Goals/Life:

What do you want most out of your life? What are your goals and why?

What do you feel are your best skills? _____

What obstacles/challenges do you face? How did you deal with them? _____

Beliefs:

What are your core beliefs? _____

Your perfect "match" would be... _____

You would not enjoy a "match" that... _____

“DATING” INFORMATION CHART

As you “date” other people, take notes about them in the space provided (They are alphabetized by LAST name)

James DeWolf

Peter Fleet

Mumbet/Elizabeth Freeman

Lemuel Haynes

Abijah Prince

Lucy Prince

Isaac Royall, Jr.

Isabella Baumfree/Sojourner Truth

John Williams

Timothy Sedgwick

Research Project Rubric

Name: _____

Person: _____

	Points Possible	Points Earned
Participation in Speed Dating Event – stayed in character, asked appropriate questions, answered all questions asked, took good notes	20	
Speed Dating Profile Form – all questions fully answered	15	
Business Cards – professionally done, attractive, and has name, location, and other appropriate information	5	
Nameplate is provided and complete.	5	
Notes page – completed with appropriate data	5	
Extra Credit – Creativity or Other Work Above and Beyond the Task	Up to 10 points	
TOTAL	50	