

Lesson: Choice or No Choice

Grade: 3rd, 4th, 8th, adaptable to all

Meets These Social Studies Content Standards:

History (First Global Age)

8th. Describe the political, religious, and economic aspects of North American colonization including Indentured servitude and the introduction and institutionalization of slavery.

History (Analysis and Interpretation)

12th. Analyze primary source material to see if a historical interpretation is supported.

People in Societies (Cultures)

4th. Describe the cultural practices and products of various groups who have settled in Ohio over time: European immigrants; Amish and Appalachian populations; African-Americans.

5th. Compare the cultural practices and products of diverse groups in North American including: Artistic expression; Religion; Language; Food; Clothing; Shelter.

6th. Compare the cultural practices and products of the societies studied including: Class structure.

11th. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic, or religious groups: segregation policies.

People in Societies (Interaction)

4th. Explain the reasons people came to Ohio including: Freedom from political and religious oppression

5^h. Describe the experiences of African-Americans under the institution of slavery.

8th. Describe and explain the social, economic and political effects of: Racism and discrimination; Institutionalized racism and institutionalized discrimination.

11th. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including: Voting rights; Racial integration.

Geography (Location)

4th. Use maps to identify the location of Ohio relative to other states and countries.

7th. On a map, identify places related to the historical events being studied and explain their significance.

Government (Role of Government)

5th. Explain the essential characteristics of American democracy including: Basic rights of individuals are guaranteed by the Constitution.

Government (Rules and Laws)

4th. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

11th. Explain how interpretations of the basic principles found the in the U.S. Constitution have changed over time.

Citizenship Rights and Responsibilities (Participation)

4th. Describe the ways in which citizens can promote the common good and influence their government including: Voting; Communicating with Officials.

4th. Explain the importance of leadership and public service.

8th. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: The Underground Railroad and the abolitionist movement/Abolition of slavery.

Social Studies Skills and Methods (Obtaining information)

4th. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: atlases; Encyclopedias; Newspapers; Multimedia/Electronic Sources.

4th. Use a glossary and index to locate information.

4th. Use primary and secondary sources to answer questions about Ohio history.

5th. Obtain information from a variety of print and electronic sources and analyze its reliability including: Accuracy of facts; Credentials of the source.

5th. Locate information in a variety of sources using key words, related articles, and cross-references.

5th. Draw inferences from relevant information.

Social Studies Skills and Methods (Thinking and Organizing)

4th. Identify main ideas and supporting details from factual information.

4th. Distinguish between fact and opinion

7th. Describe historical events and issues from the perspective of people living at the time in order to avoid evaluating the past in terms of today's norms and values.

Glossary:

abolition. The act of bringing something to an end, or abolishing it – such as slavery.

abolitionist. A person who called for the immediate end to slavery. People who campaigned for the abolition of slavery.

adopt. To accept or approve. To vote on.

alien. A person who not a citizen of the country where he lives.

apprenticeship. People who work to learn a trade.

bondage. Lack of freedom, slavery.

Confederacy. The eleven states that broke away from the United States during the Civil War.

congress. The law making body of the United States.

constitution. The basic written principals according to which a nation is governed. Basic laws and principles of a nation.

constitutional amendment. A change to the constitution.

Deed of Emancipation. A legal document that grants freedom.

discrimination. Ill treatment on the grounds of race or other different characteristics. Unjust treatment based on race, religion or sex.

emancipation. The act of freeing or being freed.

foundry. A business that melts metal and pour it into molds. John Parker, a former slave, opened a foundry.

freedom. To have liberty. To be free to move about and act.

institutionalized discrimination. Unfair treatment of a group based on prejudice and carried out by governments, organizations, and companies that limit freedoms in political, economic, social, cultural, or any other field of public life.

institutionalized racism. The use of institutional policies, practices and/or procedures to withhold rights, privileges, and opportunities form the race that is believed to be inferior.

manumission. The freeing of a slave by his or her owner. Some were granted freedom and others had to buy it.

Ohio's Black Laws of 1804 and 1807. Laws within Ohio that dealt with African-American issues.

patent. A piece of paper from the government that gives someone the right to be the only one to make, use, or sell a new invention for a number of years.

primary source. An original item or document that was created by the person who was there when history was being made.

slave. A person who is the property of another person and who is forced to work for his/her owner and can be bought or sold like any other property.

Opening Statement:

During the 1840s, during a time of different customs and laws, people's lives were different than today. During that time many laws included factors such as gender and race. These laws, which took their gender, race, and where they lived into consideration, determined the rights of people and therefore the choices they were allowed to make. This exercise examines background information about Rev. John Rankin, Jean Rankin, John Parker, and Arnold Gragston.

Activity: Choice or No Choice

Use the table on the worksheet to examine similarities and differences in the people provided. There are clues that determined why some had rights and choices and others didn't. Use the information to answer yes or no to the questions concerning their rights.

After the students have completed the worksheet, discuss the rights people have today regardless or their race or gender.

Ask students to use reference books and web sites to learn more about these people.

Materials:

Worksheet: Choice or No Choice

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WORKSHEET: Choice or No Choice

<p align="center">Rev. John Rankin</p> <p>Occupation: Minister Residence: Ripley, Ohio Gender: Male Race: White Status: Free</p>	<p align="center">Jean Rankin</p> <p>Occupation: Minister's wife Residence: Ripley, Ohio Gender: Female Race: White Status: Free</p>
<p align="center">John Parker</p> <p>Occupation: Blacksmith Residence: Ripley, Ohio Gender: Male Race: African-American Status: Former Slave</p>	<p align="center">Arnold Gragston</p> <p>Occupation: Slave Residence: Kentucky Gender: Male Race: African-American Status: Enslaved</p>

Examine the information provided about the above people. Their names, occupations, residences, genders, races, and legal statuses introduce these people to you. Using these clues, determine what choices these people had and answer *yes* or *no*.

	Rev. Rankin	Jean Rankin	John Parker	Arnold Gragston
Ability to Vote?				
Ability to Own property?				
Ability to Join the military?				
Ability to be a witness at a trial?				
Ability to Learn to read?				

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ANSWER SHEET: Choice or No Choice

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	Rev. Rankin	Jean Rankin	John Parker	Arnold Gragston
Ability to Vote?	Yes	No	No	No
Ability to Own property?	Yes	Yes & No*	Yes	No
Ability to Join the military?	Yes	No	Yes	No
Ability to be a witness at a trial?	Yes	Yes	No	No
Ability to Learn to read?	Yes	Yes	Yes	No

*A woman could own property but her husband had legal control over it. At the death of her husband, she could inherit no more than 1/3 of his land holdings.

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