

Lesson Title: Examining Desperate and Deliberate Lives: <i>Running a Thousand Miles for Freedom</i> (Lesson 1)	
Grade: High school English language arts	Common Core Standard(s): CCSS.ELA-LITERACY.RL.9-10.1 , CCSS.ELA-LITERACY.RL.9-10.2 , CCSS.ELA-LITERACY.RL.9-10.3 , CCSS.ELA-LITERACY.RL.9-10.4
Learning Objective(s): Students will read <i>Running a Thousand Miles for Freedom</i> and complete a two-column reader response journal, analyzing various aspects of the text such as plot, setting, character development, theme and tone.	
Lesson Description: This lesson includes the reading of the text <i>Running a Thousand Miles for Freedom</i> . The teacher may determine how best to schedule the reading (in-class, at-home, or a combination of both). Subsequent lessons will draw on information from this text along with other texts for analysis.	
Materials/Resources: Running a Thousand Miles for Freedom (a Google search will yield other sites that include the full text) Copies of the two-column reader response journal	
Text Pairings (Multimedia): <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass <i>My Bondage and My Freedom</i> by Frederick Douglass <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs Library of Congress Born in Slavery collection	
Scaffolding Ideas: Chunk text readings Read alouds Pre-teach vocabulary Preview the context and content of the text (Macon Weekend video length: approx. 9 mins) Extension Ideas: Students could select another text (suggestions given in the Text Pairings section) to compare/contrast with <i>Running a Thousand Miles for Freedom</i> Students could research other harrowing escape stories (ex: Henry "Box" Brown) and report to the class their findings. Students could turn the closure/culminating activity into a literary analysis essay.	

Vocabulary		
<p>Preface: Chattels Peruse Abhorrence Abominable Brutifying</p>	<p>Part I: Tyrant, Tyrannical Idleness Scourge Trammels Incessant Palliate Despotism Odious Impunity Licentious Anomalous Pusillanimous Thralldom Poultice Opodeldoc Rheumatism Zenith Quay Palpitating</p>	<p>Part II: Sojourn Quadroon Stratagem Indignation Peremptorily Escutcheon Idolatrous Encomiums Admonishing Deprecates Magnanimity Exhorts Espousal Prostrate Cannonade Venerate Recreant</p>
Introduction		
<p>Teacher Actions: Explain to students that they will begin with a quick journal write on the following:</p> <p>Dictionary.com defines “desperate” as “reckless or dangerous because of despair, hopelessness, or urgency.”</p> <p>What situations might cause someone to be desperate?</p> <p>Call on a few students to share their responses as willing.</p> <p><i>*Note to teacher: Running a Thousand Miles for Freedom contains the n-word and the activities for this text may result in sensitive discussions on race and slavery. Prepare your class as needed and determine prior to reading how the class will handle encountering the n-word. The introduction is a good place to do this.</i></p>	<p>Student Actions: Students will complete the journal write.</p> <p>Students share their responses as willing.</p>	
Direct Instruction/Modeling		
<p>Teacher Actions:</p> <p>Begin by reading the Preface aloud as a class (teacher chooses method) and introduce the reader-response journal. Complete the guiding questions for the Preface section together as a class.</p> <p>Reveal background on William and Ellen Craft if necessary for comprehension. The Smithsonian has an article that sums up the story but, since the suspense of the novel is given away, you may choose not to give background information.</p>	<p>Student Actions: Students will read the Preface and complete the reader-response guiding questions.</p>	

Guided Practice	
<p>Teacher Actions: Students will continue reading Part I of the text and completing the reader-response journal. Options for this include:</p> <ul style="list-style-type: none"> • Reading and completing journal independently during class time • Reading with a partner or in small groups and completing journal during class time • Reading and completing journal at home and reviewing the journal questions during class time. <p>Complete whole-class discussions using the reader-response journal questions as a guide to ensure comprehension.</p>	<p>Student Actions: Students read Part I of the text and complete the guiding questions in their reader-response journals.</p> <p>Students participate in class discussions on Part I.</p>
Independent Practice	
<p>Students continue with Part II of the text, again with the selected method that works best for the class. There are no guiding questions for Part II in the reader-response journal. Instead, students continue with analysis by discussing the points of interest in the text for them.</p> <p>Prior to the closure/culminating activity, a whole-class discussion on Part II is most likely necessary for comprehension and analysis.</p>	
Closure/Culminating Activity	
<p>Create three web/cluster graphic organizers to explain how <i>Running a Thousand Miles for Freedom</i> defies the norms of 1. Race, 2. Gender, and 3. Social status. Remember to consider the context of mid to late 1800s America.</p> <p>Alternative: Divide the class into small groups and assign each group one of these graphic organizers to create.</p>	
Formative Assessment Ideas	
<p>Reader response journals (if reviewing Part I as a class, Part II could be assessed)</p> <p>Web/cluster graphic organizers</p>	

Lesson Title: Examining Desperate and Deliberate Lives: <i>Running a Thousand Miles for Freedom</i> (Lesson 2)		
Grade: High school English language arts	Common Core Standard(s): <u>CCSS.ELA-LITERACY.SL.9-10.1</u>	
Learning Objective(s): In a Socratic seminar, students will explore thematic ideas in <i>Running a Thousand Miles for Freedom</i> , building on each other's ideas and expressing their own clearly.	<ul style="list-style-type: none"> ● <u>CCSS.ELA-LITERACY.SL.9-10.1.A</u> ● <u>CCSS.ELA-LITERACY.SL.9-10.1.B</u> ● <u>CCSS.ELA-LITERACY.SL.9-10.1.C</u> ● <u>CCSS.ELA-LITERACY.SL.9-10.1.D</u> 	
Lesson Description: Students will complete a quick write and create discussion questions to prepare for the Socratic seminar. During the Socratic seminar, students will explore themes and issues raised in <i>Running a Thousand Miles for Freedom</i> , referencing the text as much as possible and following the established norms for a productive seminar.		
Materials/Resources: Technology or printed access to <i>Running a Thousand Miles for Freedom</i> Index cards		
Text Pairings (Multimedia): N/A		
Scaffolding Ideas: Socratic seminar question starters Fishbowl seminar		
Extension Ideas: Have students complete a one-page reflection on the seminar, including any thoughts or ideas they didn't share during the seminar.		
Vocabulary		
N/A		
Introduction		
Teacher Actions: Instruct students to complete a quick write on the following: Craft elaborates a great deal on the various situations that create desperation for enslaved people. Think about the word desperate. At what point does one become desperate? What does a desperate person do? Can desperation turn into purpose and intention?	Student Actions: Students will complete the quick write.	

<p>Instruct students to move into a circle (either whole-class or fishbowl style)</p>	
<p>Direct Instruction/Modeling</p>	
<p>Teacher Actions: Review with students the difference between debate and discussion to establish expectations for the seminar. The class may wish to determine norms for seminar (ex: one person speaks at a time, no sideline discussions, etc.)</p> <p>You may also discuss with students that the point of a Socratic seminar is not to determine concrete “right” answers to questions, but to explore a text through inquiry and open exchange of ideas.</p> <p>Instruct students to develop 3-5 open-ended questions about <i>Running a Thousand Miles for Freedom</i>. They may use this question starter handout if needed. These can be done on an index card.</p>	<p>Student Actions: Students determine the difference between debate and discussion and establish norms for a seminar.</p> <p>Students develop 3-5 questions from the text.</p>
<p>Guided Practice</p>	
<p>Teacher Actions: Use the Introduction quick write questions as the opening questions for the seminar: At what point does one become desperate? What does a desperate person do? Can desperation turn into purpose and intention?</p> <p>As students begin discussing, remind them as needed to reference the text when providing their thoughts and ideas.</p> <p>As the conversation ebbs and flows, have students volunteer to ask their questions they developed.</p>	<p>Student Actions: Students participate in the Socratic seminar.</p>
<p>Independent Practice</p>	
<p>Students continue the seminar with a gradual release of teacher prompting and intervention.</p>	
<p>Closure/Culminating Activity</p>	
<p>Seminar reflection:</p> <p>In an exit ticket, have students reflect on the following questions:</p> <ol style="list-style-type: none"> 1. How did you feel overall about the seminar? 2. What part was the highlight for you? 3. What would you change about it? 	
<p>Formative Assessment Ideas</p>	
<p>Socratic seminar participation</p>	

Lesson Title: Examining Desperate and Deliberate Lives: <i>Running a Thousand Miles for Freedom</i> (Lesson 3)		
Grade: High school English language arts	Common Core Standard(s): CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2	
Learning Objective(s): Students will explore difference perspectives on slavery by analyzing Henry David Thoreau’s “Slavery in Massachusetts” and relating the ideas expressed in it to Craft’s ideas in <i>Running a Thousand Miles for Freedom</i> . Students will complete close readings of various excerpts from the novel and select appropriate complementary excerpts from “Slavery in Massachusetts” in response.		
Lesson Description: Students will read and analyze Henry David Thoreau’s “Slavery in Massachusetts” and compare/contrast the perspectives on slavery expressed in both it and <i>Running a Thousand Miles for Freedom</i> . Using selected excerpts from <i>Running a Thousand Miles for Freedom</i> , students will select appropriate follow up excerpts from “Slavery in Massachusetts” demonstrating mastery of selecting textual evidence to support what the text says explicitly as well as inferences drawn from the text.		
Materials/Resources: Copies of “Slavery in Massachusetts” (a Google search will yield other printable versions of this essay) Copies of the handout “What Would Thoreau Say” (included after lesson)		
Text Pairings (Multimedia): N/A		
Scaffolding Ideas: Audio/video of “Slavery in Massachusetts” (essay starts at 18:20) Spend time discussing the meanings of the words “desperate” and “deliberate” Pre-teach vocabulary from “Slavery in Massachusetts”		
Extension Ideas: Research other famous abolitionists and compare/contrast perspectives Turn the closure/culminating activity into a longer format writing assignment Have students create a collage of images that represent both “desperation” and “deliberation”		
Vocabulary		
From “ Slavery in Massachusetts ” Disposition Repudiated Iniquitous Arbiter Impertinence Obscurity	Gubernatorial Replevin Ignominy Trammeled Pernicious Impertinent Servility	Approbation Recreant Expediency Probity Behooves Scoriae

Introduction	
<p>Teacher Actions:</p> <p>Instruct students to write a journal entry on the following prompt:</p> <p>In <i>Walden</i>, Henry David Thoreau writes, “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”</p> <p>Using this quote to generate ideas, explore what it means to live a deliberate life.</p>	<p>Student Actions:</p> <p>Students will complete the journal entry.</p>
Direct Instruction/Modeling	
<p>Teacher Actions:</p> <p>Read and annotate as a class “Slavery in Massachusetts” (choose a method appropriate for your class). The teacher can model for students appropriate annotations and then continue the annotation process as a class, briefly discussing the content and ensuring comprehension periodically.</p> <p>*Explanation of historical background may be necessary (ex. Missouri Compromise, Fugitive Slave Law)</p>	<p>Student Actions:</p> <p>Students will read and annotate “Slavery in Massachusetts” per directions from teacher.</p>
Guided Practice	
<p>Teacher Actions:</p> <p>Distribute the “What Would Thoreau Say” handout and complete the first 1-2 text excerpts together as a class. Students first need to explain the excerpt from <i>Running a Thousand Miles for Freedom</i> and then find an appropriate response from “Slavery in Massachusetts.”</p> <p>Students should think about this assignment as a “conversation” or “discussion” between Craft and Thoreau. Craft states an idea and Thoreau offers a follow up from “Slavery in Massachusetts” either supporting or countering.</p>	<p>Student Actions:</p> <p>Students will begin completing the “What Would Thoreau Say” handout.</p>
Independent Practice	
<p>Students will finish completing the “What Would Thoreau Say” handout, continuing the same process as in guided practice. This can be reviewed as a class or submitted for assessment.</p>	
Closure/Culminating Activity	
<p>Make the connection to the idea of Thoreau and his goal to live deliberately. Have a brief class discussion on whether writing his essay on slavery indicates a deliberate action. Continue the class discussion by exploring how the Crafts’ lives were both desperate and deliberate.</p> <p>Culminating writing assignment:</p> <p>Thinking about the journal quote from Thoreau (introduction activity), reflect on how the Crafts’ lives were both desperate and deliberate. Use examples from <i>Running a Thousand Miles for Freedom</i> for support.</p> <p>*Students may wish to conduct brief research on the Crafts’ lives after the novel ends. Knowing that they gave anti-slavery lectures and built a school in Georgia to help educate freedmen might help with their writing assignment.</p>	

Formative Assessment Ideas

Check for understanding periodically while reading "Slavery in Massachusetts"

Annotations of essay

"What Would Thoreau Say" handout

Culminating writing assignment

What Would Thoreau Say?

Directions: In the left column are quotes from *Running a Thousand Miles for Freedom*. First, explain the quote from the novel. Next, based on your reading of Thoreau's "Slavery in Massachusetts," write down what Thoreau's reaction might be to the statements of Craft. Include quotes from Thoreau's essay as well as a brief explanation of how the quote relates to its counterpart in the left column.

<p>"This book is...merely an account of our escape...which I hope may be the means of creating in some minds a deeper abhorrence of the sinful and abominable practice of enslaving and brutifying our fellow-creatures."</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>
<p>"I have known worthless white people to sell their own free children into slavery; and, as there are good-for-nothing white as well as coloured persons everywhere, no one, perhaps, will wonder at such inhuman transactions: particularly in the Southern States of America, where I believe there is a greater want of humanity and high principle amongst the whites, than among any other civilized people in the world."</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>
<p>"It always appears strange to me that any one who was not born a slaveholder, and steeped to the very core in the demoralizing atmosphere of the Southern States, can in any way palliate slavery...There is, however, great consolation in knowing that God is just, and will not let the oppressor of the weak, and the spoiler of the virtuous, escape unpunished here and hereafter."</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>

<p>“...public opinion in Massachusetts had become so much opposed to slavery and to kidnapping, that it was almost impossible for any one to take a fugitive slave out of that State.”</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>
<p>“These soft and soothing words fell like balm upon my wife's unstrung nerves, and melted her to tears; her fears and prejudices vanished, and from that day she has firmly believed that there are good and bad persons of every shade of complexion.”</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>
<p>“Oh! may God bless the thousands of unflinching, disinterested abolitionists of America, who are labouring through evil as well as through good report, to cleanse their country's escutcheon from the foul and destructive blot of slavery, and to restore to every bondman his God-given rights”</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>
<p>“In short, it is well known in England, if not all over the world, that the Americans, as a people, are notoriously mean and cruel towards all coloured persons, whether they are bond or free.”</p> <hr/> <p>Explanation:</p>	<p>Quote:</p> <hr/> <p>Explanation:</p>

Running a Thousand Miles for Freedom

Or

The Escape of William and Ellen Craft from Slavery

By William and Ellen Craft

Two-Column Reader Response Journal



Directions: In the **LEFT** column, record factual observations about what is happening in the text: *plot, setting, character development, conflict, imagery, theme*, etc. In the **RIGHT** column, record your reactions--what you *think, wonder, and feel* about the text. Also include *questions* you have about the text, *connections* you make with other texts and/or prior knowledge, and *opinions* you have.

Guiding questions have been included for Part I to assist with analysis. Part II allows you to continue with the analysis, determining your own points of interest in the text.

Preface

William Craft begins by quoting both the Bible (Acts 17:26 “And hath made of one blood all nations of men...”) and the Declaration of Independence. *What does this action indicate about his character?*

What is Craft’s purpose in writing this text?

Why do you think Craft begins by quoting these two texts?

What is your reaction to Craft’s purpose?

Part I

Consider the language Craft uses to describe his condition and thoughts on slavery: “chattels,” “tyrant,” “idleness,” “luxury,” “tear from our cradle the new-born babe,” “brute,” “scourge”
What tone is established through this use of language?

How long does it take the Crafts to escape to freedom?

What “cruel separation” happens to Ellen Craft?

What is a lesser-known condition of slavery that Craft explains?

What are your reactions to Craft's tone?

What are your reactions to the timeline of the escape? What about the time of year it happens?

Describe the feelings you could imagine to have at this “cruel separation.” Does this remind you of any current issues today?

What is your reaction to this? Is this new information to you?

Craft eloquently remarks that “he who has the power, and is inhuman enough to trample upon the sacred rights of the weak, cares nothing for race or colour:--” In your own words, what does this statement mean?

How does this new knowledge and perspective of enslavers change or add to your opinions of them?

Why do you think people do things “unlikely, e’en impossible” (ex. kidnap children or sell their own children to slavery)?

What, in addition to flogging, were enslaved women subjected to? What words/phrases does Craft use to express his opinion of this act?

Describe one of the hypocritical scenarios revealed by Craft regarding enslavers.

What is your reaction to the word hypocrite?

What does Craft mean by “slave-holding piety”?

What are your reactions to the phrase “slave-holding piety”?

What happens to Craft’s sister? What language does he use to make this situation particularly heart-wrenching?

What feeling(s) does the story of Craft’s sister invoke?

Craft includes several laws regarding enslavement. Choose one of these and paraphrase it in your own words.

What are your reactions to these state laws?

Describe the story of Frank and Mary.

Why do you think Craft includes this story?

Describe the Craft's escape plan.

Would you undergo something so risky? Why or why not?

What was one of the "vilest crimes that ever disgraced society"?

Why do you think the opinion was so harsh of this vile "crime"?

What was the Dred Scott decision? What is Craft's opinion of this decision? What language indicates his tone?

What is Ellen Craft's behavior the morning they escape to freedom?

How are the Crafts almost caught even before the train leaves? What happens to Ellen that makes her fear they are caught?

Why did Ellen think that abolitionists were "a fearful kind of wild animal"?

What is your reaction to reading the Thomas Campbell quote?

The "encouraging lines" that Craft includes discuss that the right way is often the difficult way. What is your opinion of this?

Describe, if you were in a situation like this, how you might feel. Can you see any connection to current events of today?

Why would she be led to think this?

How does the military officer instruct Ellen to treat William (under the impression that she is the master and he is “his” slave)?

What difficulties do the Crafts encounter in Charleston?

On the train to Washington, a woman provides her reasoning why enslaved people are better off than liberated people. Outline her reasoning in your own words.

At this point, numerous accounts of actions to keep enslaved people submissive have been mentioned. As a whole, why do you think these methods successfully kept the system of enslavement in place?

Why do you think the woman’s reasoning is logical in her mind? What hypocrisy does it expose?

Part II

For Part II, continue to include in this column factual observations on what is happening in the text: plot, setting, character development, theme, imagery, etc.

In this column continue to include your reactions to what you're reading: what you think, wonder, and feel about the text. Also include questions you have about the text, connections you make with other texts and/or prior knowledge, and opinions you have.

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