

## Inquiry Design Model (IDM) Blueprint™

Compelling Question	How should events of independence be celebrated?		
Standards and Practices	<p><b>(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</b></p> <p>(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. <u><i>The study of the <b>Declaration of Independence</b> must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the <b>Emancipation Proclamation</b> and the women's suffrage movement.</i></u></p> <p><b>(12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:</b></p> <p>(A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;</p> <p>(B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and</p> <p>(C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.</p> <p><b>(10) Government. The student understands the African American pursuit of full citizenship over time. The student is expected to:</b></p> <p>(A) analyze the relationship between African Americans and other groups in terms of conflict and cooperation in the pursuit of individual freedoms and civil rights</p> <p><b>(9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:</b></p> <p>(A) compare the effects of revolutionary ideologies on political perspectives of African Americans such as life, liberty, and the pursuit of happiness;</p> <p>(B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;</p> <p>(C) analyze the impact of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;</p>		
Staging the Question	Teacher will facilitate a classroom discussion on Independence Day as a national holiday and its meaning from 1776 to present day. Together, you will organize the ideas and come up with 2 major themes to summarize the holiday. The class will then <a href="#">watch a brief news segment on Juneteenth</a> , and follow with a discussion on how Juneteenth fits into the discussed themes of Independence Day.		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
<p style="background-color: #fff9c4;">What were the ESPN* roots of American Independence and the Emancipation Proclamation?</p> <p>E = economic \$ S = social (people/culture) P = political (power/government) N = nature (environment/geography)</p>	<p style="background-color: #fff9c4;"><i>Is independence more of a political act, or social benefit?</i></p>	<p style="background-color: #fff9c4;"><i>How has Emancipation Day (Juneteenth) been viewed in public media?</i></p>	

Formative Performance Task		Formative Performance Task	Formative Performance Task
<p><b><u>Generate-Sort-Connect-Elaborate</u></b></p> <p>A routine for organizing one's understanding of a topic through concept mapping.</p>		<p><b><u>Projecting Across Time</u></b></p> <p>A routine for understanding a topic (e.g. ideas, phenomena, problems) across a broad span of time reaching backward into the past, and forward into the future.</p> <p>Topic: Independence</p>	<p><b>Venn Diagram</b></p> <p>comparing the 2 sources focusing on finding context and tone, etc...</p>
Featured Sources		Featured Sources	Featured Sources
<p><b><u>Declaration of Independence (docs teach): (transcript)</u></b></p> <p><b><u>Emancipation Proclamation (docs teach): (transcript)</u></b></p>		<p><b><u>Fort Worth Gazette 1891 Superfluous Gratitude</u></b></p>	<p><b><u>Fort Worth 1887 Emancipation Celebration</u></b></p> <p><b><u>Dallas Express 1921 Emancipation Day Events</u></b></p>
Summative Performance Task	<b>Argument</b>	Students will create a visual timeline on the history of independence, focusing on events that gave different social groups increased freedoms and how they have been publicly celebrated. Students will conduct research and each choose 5 events to represent with an image and paragraph on their timeline.	
	<b>Extension</b>	Write a persuasive essay on an event that deserves to become a holiday.	
Taking Informed Action	Students will organize school wide celebrations of Juneteenth and participate in community celebrations of freedom.		

Pre-reading:

1. What is the meaning of "superfluous gratitude?"
2. How do you think this will influence the tone of the passage?

#### SUPERFLUOUS GRATITUDE.

Our colored citizens will celebrate this day with rejoicing because of their emancipation from slavery. The emancipation proclamation of President Lincoln was dated January 1, 1863. The act of congress in pursuance of which it was issued was passed on the 9th of June, 1862. The selecting of the 19th as the day to celebrate is therefore as inappropriate as the celebration by us of the 4th of July, when the Declaration of Independence was agreed upon in congress on the 2d of that month. But, nevertheless, this is the Day of Jubilee with them, and probably it always will continue to be so. Great crowds of them will congregate, and speeches will be made congratulating themselves that they are now living in freedom, extolling Abraham Lincoln as their liberator, and proclaiming their undying gratitude to the Republican party that abolished slavery.

If the participants in to-day's festivities knew more of the history of emancipation, their gratitude would probably be in some degree curbed. The Republican congress and President Lincoln have not put them under such a load of debt that it can never be repaid. Emancipation was not for the purpose of freeing the slaves, but to embarrass the Confederacy. It was an incident of the military situation. There were a few Abolitionists in congress at that time—Sumner, and Stevens, and Wade, and some others of lesser note whom one might count on the fingers of the hand—who urged emancipation for the sake of freeing the slaves, but the great majority of the Republican congress took up that measure as a "military necessity," and President Lincoln was at pains to say as much in his proclamation. "By virtue of the power vested in me," so it read, "and as a fit and necessary war measure for suppressing said rebellion," the slaves in those states or parts of states actually in rebellion against the United States are freed. Note the language. Only these states and parts of states as were at that time in actual rebellion were affected. In other states where slavery prevailed, and in certain parts of the states in rebellion, the emancipation proclamation had no effect. A number of parishes in Louisiana were especially excepted, and

some in Virginia, which were, it was stated, "left precisely as if this proclamation were not issued." Those who had been slaves were slaves still.

Such is a brief chapter of history. The colored people who give themselves up to rejoicing to-day may consistently do so, for freedom is a boon the acquiring of which is worthy of being celebrated; but let not the devil have more than his due. It was not for love of the negro, or to carry out the abstract principle of liberty, that slavery was destroyed. It was to weaken and embarrass the enemy in the field. This should be kept in mind by the exuberant orator to-day when he reaches the point of "slopping over" in words of grateful acknowledgment of the immeasurable debt the colored race owes to the Republican party.

Source 1:  
 Fort Worth Daily Gazette  
 Tuesday June 21, 1887

**Emancipation Celebration.**  
 Special to the Gazette.  
 LONGVIEW, TEX., June 20.—Everything passed off very quietly considering the vast number of colored people congregated at Tatum, twenty-three miles south of

here on the Sabine Valley Railroad on last Saturday to celebrate **Emancipation** Day. It shows conclusively that the negro is growing more law fearing, as such a gathering, which must have been 5000 or 6000, never passed off without bloodshed before. The ticket agent here sold 465 tickets to Tatum, while small towns turned out in full force. Tatum is in a very rich cotton country literally filled with negroes, who turned out to a man. An eye witness says it was the largest number of negroes he ever saw.

The Longview colored band succeeded in making up a fund sufficient to purchase their horns by giving a festival on **emancipation** eve.

The new instruments for the Longview Cornet Band have just arrived, and we may soon expect some fine music from his band, as it is made up of the best young men of our town.

**Emancipation Day at Galveston.**  
 Special to the Gazette.

GALVESTON, TEX., June 20.—The negroes of Galveston celebrated the anniversary of their **emancipation** in various ways to-day. There was an excursion down the island, a picnic and public speaking by local orators at Schmidt's garden, and a baseball game in the West End between the **Black** Stockings of Dallas and the Tidal Waves of this city. The festivities passed off harmoniously.

## MORE THAN 2000 HEAR EMANCIPATION DAY ADDRESS BY DR. RANSOM.

### VAST EMANCIPATION DAY CROWD IS HELD SPELLBOUND BY NOTED ORATOR IN HIS SPEECH ON FREEDOM. MORE ECONOMIC STABILITY AND FREEDOM URGED. USES REPRODUCING DEVICE FOR VOICE.

It is estimated that more than 2,000 people heard the Emancipation Day address of Dr. Reverdy C. Ransom, editor of the A. M. E. Review, which was delivered in front of the grandstand at the Fair Park. The address was followed by a mammoth fireworks display depicting "No Man's Land" of the great World War and included beautifully illumined pictures of the Statue of Liberty, the American Flag and Abraham Lincoln.

Dr. Ransom's speech, enthusiastically received, was made audible to all those seated in the grand stand by the use of the Magna Vox, an electric appliance which magnified his voice many fold.

Dr. Ransom in his speech paid tribute to the fathers of American freedom, who, driven from their native land by a desire for greater freedom, fought and conquered the then untouched American wilderness and laid the foundation for the cities, farms and splendid financial and material progress which now characterizes our National life. He spoke of the fact that even in the beginnings of this country the Negro began to assist and do his share and that he has continued this contribution, becoming so interlinked in American institutions and history that "this achievement wrought by the sword is a common heritage. More than 170 black men fell at Bunker Hill, Lexington, and Concord. We should take pride even more pride in celebrating the anniversary of American freedom than Emancipation day for it in reality commemorates an achievement in which we actually share."

Dr. Ransom review the slavery days and traced the development of American Negro from the naked savage to his present state of advancement and achievement. He characterized slavery as an act of God; as God's way of sending him to school to the Anglo-Saxon from whom he learned the arts of civilization and received ideas of culture.

He characterized the freedom of the slave as a gift in spite of the fact that 187,000 men fought and died for it. He said: "Abraham Lincoln deserves credit for this because his action was to preserve the union. Our freedom came as a result of it. Our citizenship is also a gift. It has come as a result of the Summers and men of his stamp to make it possible by an act of Congress. In the light of this freedom, this civilization and these gifts it is up to us to achieve proper home standards, education, industrial and economic freedom."

He declared that proper home standards, regard for our women and children has been wonderfully developed in the 57 years of freedom but that that development had just begun to assume its needed proportions.

In discussing the need of achieving the proper educational standing he remarked that the Northern sympathizers had sacrificed by coming to the rescue of the Southern Negro. He said: "If there is any desire to keep the Negro down, it does not need to express itself in Jim Crow laws, segregation, etc. It is only necessary that the condition continue to maintain that \$10 per capita be spent upon each white child and \$3 for Negro children and that end will have been accomplished. Such a handicap

will prove too great for any people to overcome. No group can hope to compete under such a handicap."

The speaker discussed at length the need of increased industry and efficiency among Negroes. He declared that industrial freedom depended upon education and freedom and that the whole world revered and honored Booker Washington because he tried to make industrial freedom the end of his educational idea. He declared that economic freedom was the result of efficiency and industry and that also was to be achieved. He compared the Negro with the Jews, Sicilians and other foreigners who came to America under handicaps even greater than that of the Negro and from that comparison showed that greatest need was that of learning to take care of himself. He said in this connection: "We are just beginning to learn to take care of ourselves. Discrimination and the refusal to serve our needs should encourage the establishment of industries and concerns which will efficiently supply our wants. We must take a larger hand in feeding and clothing ourselves. The something holds true of our money. If we establish banks of our own we shall command the respect of the communities in which we live. Our progress along this and other lines has been commendable. This progress must continue and increase. I should like to visit America 100 years hence and see to what extent this has been true. Black men must achieve. 100 years hence I should like to re-visit

America and find that some black boy had seen the possibilities in the tides and had harnessed the energy of this great natural condition which let's loose enough energy to run all the wars in the U. S."

He urged that Negroes strive at all times to co-operate with their white neighbors in all good efforts even going farther lengths than they in seeking to come to a plane of mutual respect and help. He said: "Let it be remembered that the Negro always has been and will be the mainstay of the American white man in the time of war. This government can always depend on 12 million Negroes."

In conclusion he said "the nakedness of savagery and the slave auction block are behind us. Just as they are behind us, if we appreciate our present opportunities, 50 years hence lynching, criticism and the rest of the evils from which we suffer will also be behind us."

It is estimated that more than 20,000 people attended the celebration which was held under the auspices of the Park Board of the city. The proceeds of the day will be used in the improvement of Negro parks and play grounds.

Source 2:  
 The Dallas Express  
 Saturday June 25th, 1921

Name: \_\_\_\_\_

Source: \_\_\_\_\_

~~1. As you read the source, list examples of each characteristic~~

2. Sort your examples by importance to the purpose of the document

Most important

Somewhat important

Least important

Economic:

Social:

Political:

Nature: (where, when)

3. Connect examples into ideas

What commonalities do you notice among the most important examples?

How could you summarize these examples into one central idea?

4. Elaborate using central ideas shared within your class

**Declaration of Independence** central ideas:

- 1.
- 2.
- 3.

**Emancipation Proclamation** central ideas:

- 1.
- 2.
- 3.

## *Social*

**Explain:** What you already know/experience about independence.

**Analyze:** How has independence played out in the past?

**Infer:** How will independence play out in the future?

## **Independence**

Please complete this box last.

Would you describe the author's interpretation of independence as more social or political? Use evidence from the article.

Has your understanding of independence changed over time? If so, how have you noticed this change?  
If not, how do you think independence is most widely interpreted in the United States, socially or politically?

## *Political*

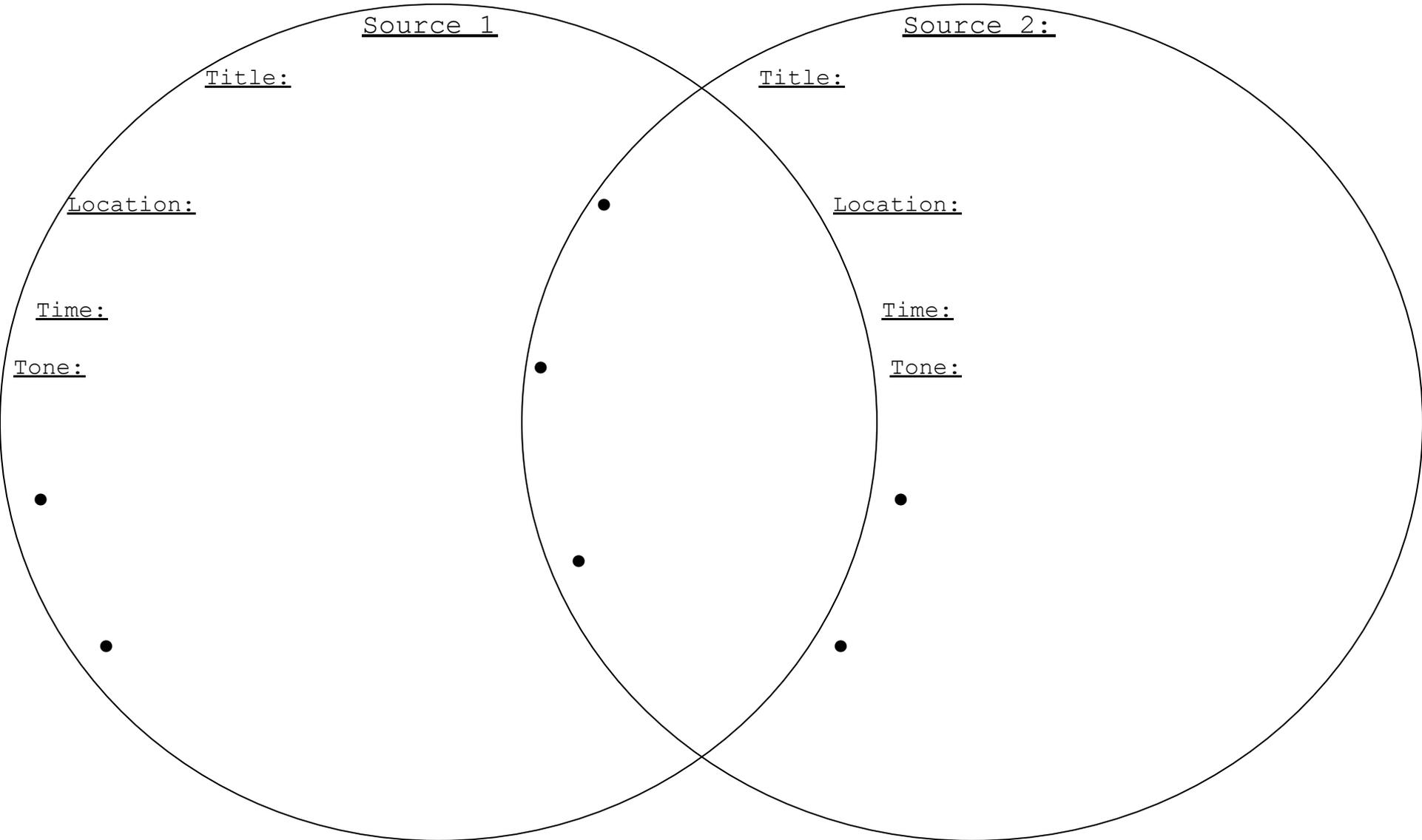
**Explain:** What you already know/experience about independence.

**Analyze:** How has independence played out in the past?

**Infer:** How will independence play out in the future?

Before you read, create two questions you want answered from the newspaper articles.

- 1.
- 2.



After you have read, please choose one of your pre-reading questions to answer. What is your main takeaway from the articles?