



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: **Foundations of Our Founding:
Articles of Confederation, Land Ordinance of 1785, Northwest Ordinance**

Date: **Monday, June 19, 2006**

Time: **8:45 am – 2:00 pm**

Session Location: **Sloan Museum**

Instructor: **Gregory M. Havrilcsak, Lecturer**
Department of History, University of Michigan-Flint
322 French Hall, 303 E. Kearsley Street, Flint, MI 48502-1950

I. Session Description

The Foundations of our Founding will be a lecture/discussion workshop on the people and the documents that have played the vital role in the development of the thirteen British colonies that became the United States of America. Primary attention will be given to the Articles of Confederation and the Constitution. Important 12th and 13th century documents will also be briefly discussed.

II. Session Outline

- Introduction: Why study history?
- The Assize of Clarendon, 1166
- The Magna Carta, 1215
- Mayflower Compact, 1620
- English Bill of Rights, 1688
- Albany Plan of Union, 1754 \
- The Articles of Association, 1774
- Declaration of Independence, 1776
- Articles of Confederation, 1781
- The Land Ordinance of 1785 and the Northwest ordinance of 1787
- Constitution of the United States, 1789

III. Session Goals and Objectives

Goals:

Through an in-depth analysis of the texts, this workshop is designed to give a greater understanding of early American historical documents, and to draw direct correlations through the wordings of each document.

Learning Objectives:

By the end of this session, teachers will have a deeper understanding and appreciation for the early activities and documents in American history.

Suggested readings:

The readings listed below, by no means exhaustive give a general overview of United States history as well as specific scholarship on Thomas Jefferson who figured prominently in the founding of America, of the clash of cultures in early colonial North America, and also of how to “read between the lines” to separate myth from reality.

Blumrosen, Alfred W. & Blumrosen, Ruth G. *Slave Nation: How Slavery United the Colonies & Helped Spark the Revolution*. Barnes & Noble Books, 2005.

Davidson, James West and Lytle, Mark Hamilton. *After the Fact: The Art of Historical Detection*. Fifth Edition. McGraw – Hill Publishers, 2005.

Hoffman Elizabeth Cobbs and Gjerde Jon, eds. *Major Problems in American History*. Vol. I to 1877. Houghton Mifflin, 2002.

Malone, Dumas. *Jefferson: The Virginian*. Little, Brown and Company, 1948.

Nash, Gary B. *Red, White and Black: The Peoples of Early North America*. Fourth Edition. Prentice-Hall Publishers, 2000.



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: **Slavery in Colonial America: The Free & The Enslaved
(Historical Documents and Exclusionary Rights)**

Date: **Tuesday, June 20, 2006**

Time: **8:30 am – 3:20 pm**

Session Location: **Sloan Museum**

Instructor: **Larry Earl, Manager of the Historic Area**
Colonial Williamsburg Foundation
P. O. Box 1776
Williamsburg, VA 23187-1776

I. Session Description

This day –long session will examine the African and African American experience during the American Revolutionary era. Participants will be engaged in activities and discussions that juxtapose the ideals of the American Revolution with the harsh realities of American slavery.

II. Session Outline

This session will cover the following topics:

- The development of the “Black Church” in America
- The African American community 1774-1800
- Slavery and the revolutionary economy
- African American collective protest to abolish slavery
- The Declaration of Independence and slavery
- African & African American participation in the American Revolution
- Freedom in slavery
- “Free Black” settlements outside of America
- The U.S. Constitution and slavery

III. Session Goals and Objectives

Goals:

Participants will learn about the diverse methods undertaken by free and enslaved Africans and African Americans to secure freedom and liberty during the American Revolutionary era.

Participants will gain a better understanding of the evolution of slavery in America and its role in the development of America as a nation.

Learning Objectives:

Participants will learn how free and enslaved African Americans formed religious, political and social organizations during the American Revolutionary era to collectively protest and nullify the institution of slavery.

Educators will discover how to utilize primary documents and other source materials to teach lessons that examine the American slavery-American freedom paradox.

At the conclusion of this session, participants will be able to identify specific contributions made by African Americans to the American Revolutionary process.

IV. Evaluation

An evaluation form will be provided by the school district and an independent evaluator, and will be completed by teachers daily.

V. Reading Materials

Selected excerpts from the following bibliography will be assigned.

Selected Bibliography

Africans in America: America's Journey through Slavery, produced by WGBH Educational Foundation. 270 min. PBS Video. 1998. Videocassette.

Ball, Edward. *Slaves in the Family*. New York: Farrar, Straus and Giroux, 1998

Linebaugh, Peter, and Marcus Rediker. *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic*. Boston: Beacon Press, 2000.

Frey, Sylvia and Betty Wood. *Come Shouting to Zion: African American Protestantism in the American South and the British Caribbean to 1830*. Chapel Hill, NC: University of North Carolina Press, 1998.

Gomez, Michael. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*. Chapel Hill, NC: University of North Carolina Press, 1998.

White, Shane, and Graham White. *Stylin': African American Expressive Culture from its Beginnings to the Zoot Suit*. Ithaca, NY: Cornell University Press, 1998.

Sidney Kaplan and Emma Nogrady Kaplan, *The Black Presence in the Era of the American Revolution*, Amherst, MA: The University of Massachusetts Press, 1989

Henry Wiencek, *An Imperfect God: George Washington, His Slaves, and the Creation of America*, Farrar, Straus and Giroux, New York, NY, 2003

Quarles, Benjamin. *The Negro in the American Revolution*, University of North Carolina Press, Chapel Hill, NC, 1961.

Gates, Henry Louis, Jr. *The Classic Slave Narrative*, The Penguin Group, New York, NY, 1987.



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: **A Call for Freedom: The African American Experience
During the Age of the American Revolution**

Date: **Wednesday, June 21, 2006**

Time: **8:30 am – 3:20 pm**

Session Location: **Sloan Museum**

Instructor: **Larry Earl, Manager of the Historic Area**
Colonial Williamsburg Foundation
P. O. Box 1776
Williamsburg, VA 23187-1776

I. Session Description

This session will survey the development of slavery in British North American and the African and African American experience in America from 1619 – 1783.

II. Session Outline

This session will cover the following topics:

- Pre-colonial history of West Africa
- Trans-Atlantic slave trade & the middle passage
- The development of slavery in America
- The development of African American culture
- Plantation labor and the colonial economy
- “Free Blacks”
- Urban and rural slavery
- The African and African American experience in slavery
- The African and African American response to the institution of slavery
- Teaching slavery in the classroom

III. Session Goals and Objectives

Goals:

Educators will critically examine the events that ignited the American Revolution and the core documents that serve as the founding principles of the American republic. They will come to understand how the founding of America, slavery and the African American experience are inextricably intertwined.

Educators will learn how Africans and African Americans coped and survived enslavement and developed a distinctive African American culture within the institution of slavery.

Learning Objectives:

At the conclusion of this session, participants will be able to identify specific contributions made by African Americans to the development of America.

Participants will learn how the institution of slavery differed geographically and transformed radically during the colonial era.

Educators will discover how to incorporate classroom lessons and activities which critically examine the subject of American slavery.

IV. Evaluation

An evaluation form will be provided by the school district and an independent evaluator, and will be completed by teachers daily.

V. Reading Materials

Selected excerpts from the following bibliography will be assigned.

Africans in America: America's Journey through Slavery, produced by WGBH Educational Foundation. 270 min. PBS Video. 1998. Videocassette.

Ball, Edward. *Slaves in the Family*. New York: Farrar, Straus and Giroux, 1998.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge, MA: Belknap Press of Harvard University Press, 1998.

Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge, MA: Harvard University Press, 2001.

Curtin, Philip D. *The Atlantic Slave Trade: A Census*. Madison, WI: University of Wisconsin Press, 1969.

Eltis, David. *The Rise of African Slavery in the Americas*. New York: Cambridge University Press, 2000.

Horton, James Oliver, and Lois E. Horton. In *Hope of Liberty: Culture, Community, and Protest Among Northern Free Blacks, 1700-1860*. New York: Oxford University Press, 1997.

Jordan, Winthrop D. *White Over Black: American Attitudes Toward the Negro, 1550-1812*. Chapel Hill, NC: University of North Carolina Press, 1968.

Morgan, Philip D. *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country*. Chapel Hill, NC: University of North Carolina Press, 1998.

Piersen, William D. *Black Legacy: American's Hidden Heritage*. Amherst, MA: Univ. of Mass Press, 1993.

Sobel, Mechal. *The World They Made Together: Black and White Values in Eighteenth-Century Virginia*. Princeton, NJ: Princeton University Press, 1987.

Walsh, Lorena S. *From Calabar to Carter's Grove: The History of a Virginia Slave Community*. Charlottesville, VA: University Press of Virginia, 1997.

Wright, Donald R. *African Americans in the Colonial Era: From African Origins through the American Revolution*. 2nd ed. Wheeling, IL: Harlan Davidson, 2000.

Thad Tate, *The Negro in Eighteenth Century Williamsburg*, University of Virginia Press, Charlottesville, Virginia, 1965.



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: **The Northwest Ordinance and the People of Color in the Midwest**

Date: **Thursday, June 22, 2006**

Time: **8:30 am – 12:00 noon**

Session Location: **Sloan Museum**

Instructor: **Dr. Guluma Gameda, Assistant Professor**
Department of Africana Studies
University of Michigan-Flint
346 French Hall, 303 E. Kearsley Street, Flint, Michigan 48502-1950

I. Session Description

Focusing on the Northwest Ordinance, this session explores the historical developments and the experiences of people of color in the Midwest in the late 18th and early 19th centuries. First, the rivalry over land and fur trade between the British and the French in the Great Lakes region in the 18th century will be discussed. Then, the session examines the Northwest Ordinance of 1787 and political circumstances that led Congress to pass it. The demographic, political and economic transformations in the Great Lakes region, the relations between settlers and Native Americans, and the government's role in shaping frontier society will be discussed in more detail. The session will also look at the impact of the exclusion of slavery from the Northwest Territory and its impact on the Underground Railroad and African American settlement in the region in early 19th century. Finally, the session highlights the experiences of African Americans and their contributions to the economic development of the Midwest.

II. Session Outline

- Land, commerce and imperial rivalry in the Ohio Valley in mid-18th century
- Relationships between Native Americans, frontier settlers, and the role of the Federal Government in the 1780s; Northwest Ordinance
- African Americans in the Northwest Territory: Case studies of settlements and individual life histories
- Activity: Using primary documents for teaching Social Studies

III. Session Goals and Objectives

Goals:

Increase teachers' understanding of the broader historical context in the Ohio Valley in the late 18th century.

Expand teachers' knowledge of the relationships between Native Americans and settlers, and the role of the Federal Government in shaping the frontier society.

Emphasize the contributions of the people of color to the economic and political developments in the Midwest.

Learning Objectives:

After completing this session teachers will have:

Better understanding of the political and economic condition of the Ohio Valley in the late 18th century.

Better knowledge of the relations between Native Americans, African Americans and European settlers in the region.

Greater appreciation of the contributions of people of color to the economic and political developments of the Great Lakes Region.

IV. Evaluation

An evaluation form will be provided by the school district and an independent evaluator, and will be completed by teachers daily.

V. Reading Materials

Selected articles and book chapters will be available for participating teachers. The documents will be mailed or distributed to teachers at the workshop. Other documents will be available through TAHP website.

Teachers participating in the Program are also encouraged to read the following texts:

Hesslink, George, *Black Neighbors: Negroes in a Northern Rural Community*, 2nd ed. Indianapolis: Bobbs-Hill Co., 1974.

Horton, James Oliver and Louis E., *In Hope of Liberty: Culture, Community and Protest among Northern Free Blacks, 1700-1860*. New York: Oxford University Press, 1997.

Sawyer, Marcia Renee, "Surviving Freedom: African American Farm Households in Cass County, Michigan, 1832-1880," Ph.D. Dissertation, Michigan State University, 1990.

Walker, Lewis, Benjamin C. Wilson and Linwood H. Cousins, *African Americans in Michigan*. East Lansing: Michigan State University Press, 2001.

White, Richard, *The Middle Ground: Indians, Empires, Republics in the Great Lakes Region, 1650-1815*. New York: Cambridge University Press, 1991.



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: The Underground Railroad in Michigan & Genesee County
Date: Thursday, June 22, 2006
Time: 12:30 pm – 3:20 pm
Session Location: Sloan Museum
Instructor: Michael Madden, Michigan/Local History Librarian
Flint Public Library
1026 E. Kearsley Street, Flint, Michigan 48502

I. Session Description

This session focuses on the Underground Railroad and the Fugitive Slave Act of 1850 and the reaction of the people of Michigan and Flint to the Act. It explores how the Underground Railroad was organized and some of the citizens of Michigan who played key roles in its operation.

II. Session Outline

Organization of the UGRR and the importance of Michigan; Key Michiganians in the operation of the UGRR (Laura Smith Haviland, Erastus Hussey, George DeBaptiste and William Lambert)

Crosswhite incident and the effect of the Fugitive Slave Act of 1850 on the Railroad and public opinion

Flint and the UGRR and the Fugitive Slave Act of 1850; Henry Bibb, Robert Cromwell, Josiah Begole, Henry Horatio Northrop and Luther Lee

Teacher reflections on how this content can be incorporated into the classroom

III. Session Goals and Objectives

Goals:

To give the teachers a basic understanding of the abolition movement in Michigan and some of the key people.

Learning Objectives:

By the end of this session teachers will recognize the contributions of Michigan men and women in abolition movement as well as general information on Flint during this era.

IV. Evaluation

An evaluation form will be provided by the school district and an independent evaluator, and will be completed by teachers daily.

V. Reading Materials

Reading materials will be distributed during the lecture.



**Flint Community Schools
Teaching American History Program**

Session Syllabus

Session Title: **Still We Rise Exhibit Tour and Lecture**
Date: **Friday, June 23, 2006**
Time: **9:30 am – 12:45 pm**
Session Location: **Charles H. Wright Museum of African American History**
Instructor: **Nicole Brown, Tour Guide**
 Rochelle Danquah, Director of Education/Lecturer
 315 E. Warren Avenue
 Detroit, Michigan 48201

I. Session Description

Still We Rise: Our Journey through African American History and Culture is our journey through American history and culture. This remarkable odyssey began in Africa more than 3.5 million years ago, and ends in modern Detroit. It is a story of survival, of unique cultures, the horror of slavery and the joy of emancipation. It is a testimony to the courage, determination, ingenuity and spiritual energy of African Americans.

Still We Rise exhibit tour and lecture will begin with a guided tour of the *Still We Rise* exhibit, followed by a lecture on the history of the Underground Railroad in the U.S.

II. Session Outline

Guided Tour: *Still We Rise*

Underground Railroad in the U.S. Lecture:

 The Trans-Atlantic Slave Trade and the Evolution of Slavery

 Early Anti-Slavery Movements

 The Underground Railroad in America, 1800 – 1860

 The Church and the Question of Slavery

 Crossing International Borders: The Colonies and Fugitives

 Slave Revolts, the Abolitionist Era, and the U.S. Constitution

 American's Northern Communities: Anti-Slavery Societies & Vigilance
 Committees

 The Underground Railroad in the Upper and Lower South

 The Underground Railroad Movement in Ohio and Michigan, 1830s – 1860s

III. Session Goals and Objectives

Goals:

Through an overview of the African American experience and an in-depth look at the Underground Railroad, this workshop is designed to give a greater understanding of the African American historical experience.

Learning Objectives:

By the end of this session, teachers will have a deeper understanding and appreciation for the African American historical experience, especially the African American experience in Michigan.

IV. Suggested readings

Reading materials will be distributed during the lecture.