

Becoming a Modern-Day Freedom Fighter Tour

NURFC Mission: To pursue inclusive freedom by promoting social justice for all, building on the principles of the Underground Railroad

Tour Description: This experience, designed for grades 9-12, examines the history of slavery in the United States, including the concept of *race* and its' impact on society. Understanding how race and slavery influenced our country's foundation permits students to recognize its significance in modern culture. In addition, the experience illustrates the principles and methods used by abolitionists, conductors, and freedom seekers of the Underground Railroad to promote social justice.

Tour Goals: Our goals are to 1.) provide the information needed to facilitate conversations about race and slavery in our culture and society, and 2.) inspire and teach how to apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all.

Tour Materials: The Freedom Center does not offer guided tours. Thus, facilitators (teachers and chaperones) will play an important role in the tour experience. Since your tour will be self-guided, we provide educator designed materials to prepare facilitators and maximize student learning. After booking your tour, you will receive access to the following documents. Please note, you will need to bring all materials with you. The Freedom Center will not have copies of tour materials, clip boards, or writing utensils on hand.

Facilitator Packet - In this packet you will find:

- Facilitator talking points, including scripted segments.
- Recommended order to tour exhibits
- Time allotments for exhibits

We encourage the facilitator to share the provided information and conduct reflective conversations at the designated points during the tour. This facilitation is essential for maximizing student learning. The facilitation at the beginning of each exhibit activates prior knowledge and ensures students have the foundational information required to navigate the required self-guided inquiry. The check-ins throughout monitor and support student learning. The debriefs at the end of each exhibit are designed to solidify understanding by connecting new information to students' experiences and modern-day events.

Student Packet

The prompts in this packet will guide students' thinking as they tour the exhibits. Students should answer the prompts as they explore the designated areas. There are three types of questions: 1.) **Reflect** questions require students to think about or discuss the prompts. 2.) **Supporting questions** require students to record their thoughts. 3.) **Bonus** prompts challenge students to find information beyond the required scope of this experience.

Pre-reading and Tour Vocabulary

The pre-reading provides students with the necessary prior knowledge for this tour. Prompts that promote understanding and exploration are included. Additionally, we encourage teachers to discuss the tour vocabulary in preparation for their visit.

Suggested Performance Tasks

Tour materials include performance tasks that adhere to the goals, compelling questions, and academic standards that frame the *Becoming and Modern-Day Freedom Fighter Tour*. The performance tasks are designed to extend the tour experience and facilitate further exploration. Each performance task addresses at least one compelling question and Dimension 3 and/or Dimension 4 from the NCSS C3 Framework. We encourage teachers to modify the performance tasks to meet the needs of their classroom and students.

Preparation: In this self-guided experience, the facilitator plays an essential role in the tour experience. Therefore, it is important for all facilitators to closely review the tour materials prior to the field trip to understand their role and expectations and familiarize themselves with the prompts and content.

After booking a field trip, teachers are encouraged to visit the Freedom Center free of charge to familiarize themselves with the museum and prepare for their visit.

Modifications: This tour includes a lot of information and requires a steady pace and awareness of time allotments to complete. We encourage you to modify when necessary to meet the educational and emotional needs of your students. This means students may not answer every prompt or you may eliminate a film to allow more time for exhibits. To support students, consider changing some of the written response prompts to reflection prompts. You may allow students to work in pairs. Perhaps students can capture information and answers using cameras on cell phones or tablets in lieu of written responses. Ultimately, we want students to be challenged, but with comfort and confidence as they engage with the tour.

Options: If you adhere to the recommended time allotments, we ask that you choose between viewing the film *Brothers of the Borderland* or visiting the Implicit Bias Learning Lab.

CONTENT WARNING: The Becoming a Modern-Day Freedom Fighter Tour includes NURFC’s Slavery Today exhibit. In general, NURFC recommends the Slavery Today exhibit for visitors 14 and older. This exhibit includes information about sex slavery, sex trafficking, and prostitution as they are significant factors in modern slavery. Sex slavery is discussed as a form of modern slavery in that girls and women are forced into prostitution. Graphic details are not included in the exhibit. You may choose to remove the Slavery Today exhibit from the tour. We encourage you to visit the exhibit prior to your scheduled tour to gather information and make an informed decision.

For information about how to teach about human trafficking, please visit:

- TRUST: How to Talk to Your Kids About Human Trafficking: <https://trustaz.org/resources/how-to-talk-to-your-kids-about-human-trafficking/>
- Baylor University: How to Talk About Human Trafficking with Children and Adolescents: <https://onlinegrad.baylor.edu/resources/conversations-human-trafficking-children-teens/#older>
- Sex trafficking awareness curriculums: <https://ncitc-static.fvtc.edu/resources/RS00007775.pdf>
- Educator programs: <https://www.dressember.org/blog/educators>
- Prevention Project: <https://www.prevention-project.org/home/>

Outline: Becoming a Modern-Day Freedom Fighter Tour

Compelling Questions Guiding the Overall Experience

- What was the role of race in the formation of the U.S.?
- Why does modern-day slavery exist and thrive?
- How can we apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all?

Supporting Questions Guiding the Pre-reading

PRE-READING

Historical Foundations of Race

- What is “race?”
- What was the purpose for constructing the concept of race?
- What was the significance of adopting concepts of *race*, *slavery*, and *hierarchy* into law?
- How and why did “white” people accept the concepts of *race*, *slavery*, and *hierarchy*?
- How and why was race-based slavery justified?

Supporting Questions Guiding the Tour

FROM SLAVERY TO FREEDOM EXHIBIT

Map Room

- How did plantation farming in the Americas affect the slave trade?
- How did captured Africans resist enslavement?

Commemoration Room

- Why is it important to learn about the Middle Passage and to feel discomfort with history?

Crop Room

- How would a colony be deemed a “success?” How important was slavery to the success of North American colonies?
- How can someone decide that another person is their property? Why would people support this?

Founding Documents

- What was the role of race and racism in our country’s foundation?
- How did the Declaration of Independence, U.S. Constitution, and the Northwest Ordinance address slavery, freedom, and liberty?
- What systems and institutions needed to support racial hierarchies and slavery for it to thrive?
- Not everybody during early American history believed in racial hierarchies and slavery. Can the beliefs of those who did be justified?

Expansion of Slavery and the Abolitionist Movement

- How and why did slavery thrive in the U.S.?
- What methods did the abolitionists use to take-action against slavery?
- How did abolitionists and freedom seekers demonstrate courage, cooperation and/or perseverance?
- How were *race*, *racism*, and *hierarchy* used to justify violations against American Indians?
- How did attitudes and beliefs about slavery change and remain the same from colonization to the Civil War?

Civil War and Reconstruction

- What were the challenges of emancipation and equality?
- How did *race*, *racism*, and *hierarchies* impact Reconstruction efforts for equality for Black Americans?
- What is the relationship between struggle and progress?

Debrief

- What are your thoughts and feelings regarding race after experiencing this exhibit? What should we do with these thoughts and feelings? How can we utilize them for positive outcomes?
- What is the significance of this story? Can we dismiss the past?
- When did race stop impacting U.S. culture and society? Is there social justice for all?

- What is our responsibility as citizens in promoting social justice for all people?

MURAL

- Do we need to understand our painful past?

INTERNAL SLAVE TRADE, SLAVE PEN, AND OVERLAND TRAILS

- Using evidence from the exhibit, how did geography (rivers, landscapes, and climate) shape the movement and location of slaves in the U.S.?
- Did *race*, *racism*, and *hierarchy* benefit people who did not own slaves? Evidence.
- How did Cincinnati support slavery and Abolition? Why was its location significant to both institutions?

THE STRUGGLE CONTINUES

- Who have struggled for equality in the U.S. since the Civil War?
- How could inequality exist in the U.S. after the passage of the 14th amendment?
- Who have struggled for equality globally from 1900 to today?
- How have freedom fighters across the world demonstrated courage, cooperation, and perseverance since the Underground Railroad?
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SLAVERY TODAY EXHIBIT

- Describe modern slavery. What does it look like? Who does it affect?
- What are the key factors that leave people vulnerable to slavery?
- Explain the role of the U.S. in modern slavery.
- How are modern abolitionists fighting slavery?
- What can an individual do to fight modern slavery?
- How and why does slavery continue to exist today?
- What is our responsibility in all of this?

OPEN YOUR MIND: IMPLICIT BIAS LEARNING LAB

- What is implicit bias?
- Why does it occur?
- Why should we understand it?
- How does it connect to *race*, *racism*, and *hierarchy*?
- What can we do about it?

Performance Tasks

- Is the United States a champion of “unalienable rights” and “consent of the people” despite condoning slavery?
- What is the story of our nation’s foundation?
- How can I be a modern-day abolitionist?

- What responsibilities do you have for helping create a better society? What opportunities?
 - How is racism impacting us today?
 - What does the Underground Railroad teach us about social justice?
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National and State Social Studies Standards

The **Becoming a Modern-Day Freedom Fighter Tour** addresses the following social studies standards:

NCSS C3 Framework

D1: Developing Questions and Planning Inquiries

Constructing Compelling Questions

- D1.1.9-12. Explain how a question reflects an enduring issue in the field

D2: Applying Disciplinary Tools and Concepts

Civics

Civic and Political Institutions

- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

Economics

Economic Decision Making

- D2.Econ.1.9-12. Analyze how incentives influence choices that may result in policies with a range of cost and benefits for different groups.

Geography

Human Population: Spatial Patterns and Movement

- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- History

Perspectives

- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D3: Evaluating Sources and Using Evidence

Developing Claims and Using Evidence

- D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

D4: Communicating Conclusions and Taking Informed Action

Communicating and Critiquing Conclusions

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary)

Taking Informed Action

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

Ohio's Learning Standards | Social Studies

High School

MODERN WORLD HISTORY

Historical Thinking and Skills

- 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Imperialism (1800-1914)

- 9. Imperial expansion had political, economic and social roots.
- 10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.
- 11. The consequences of imperialism were viewed differently by the colonizers and the colonized.

AMERICAN HISTORY

Historical Thinking and Skills

- 3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Founding Documents

- 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
- 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
- 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

Industrialization and Progressivism (1877-1920)

- 11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
- 12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

AMERICAN GOVERNMENT

Basic Principles of the U.S. Constitution

- 5. As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
- 9. The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.

CONTEMPORARY WORLD ISSUES

Civil and Human Rights

- 8. Beliefs about civil and human rights vary among social and governmental systems.
- 9. Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation particularly as it relates to injustices against minority groups.
- 10. Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.

Kentucky's Academic Standards | Social Studies

High School

CIVICS

Questioning

- HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.

Civic and Political Institutions

- HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.

Roles and Responsibilities of a Citizen

- HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.
- HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

Civic Virtues and Democratic Principles

- HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.
- HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.
- HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

Communicating Conclusions

- HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.
- HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.
- HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.

ECONOMICS

Specialization, Trade and Interdependence

- HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.

GEOGRAPHY

Migration and Movement

- HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.
- HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.

Human Environment Interaction

- HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.
- HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment

UNITED STATES HISTORY

Questioning

- HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

Change and Continuity

- HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.

Cause and Effect

- HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.

Communicating Conclusions

- HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.
- HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.
- HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.

WORLD HISTORY

Change and Continuity

- HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.

Cause and Effect

- HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.
- HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1888.
- HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.