

### **Becoming a Modern-Day Freedom Fighter Performance Tasks**

**The following performance tasks adhere to the goals, compelling questions, and academic standards that framed the Becoming and Modern-Day Freedom Fighter Tour. Each assessment addresses at least one compelling question and Dimension 3 and/or Dimension 4 from the C3 Framework. We encourage teachers to modify the performance tasks to meet the needs of their classroom and students.**

**Tour Goals:** Our goals are to:

- provide the information needed to facilitate conversations about race and slavery in our culture and society
- inspire and teach how to apply the principles and methods of the Underground Railroad to pursue inclusive freedom and promote social justice for all

#### **Compelling Questions**

- 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?

---

**In 1788, was the United States a champion of unalienable rights and civil liberties where all men were created equal?**

Developing Claims and Using Evidence: D3.3.9-12

In this task, students construct an evidence-based argument using multiple sources to answer the question – In 1788, was the United States a champion of unalienable rights and civil liberties where all men were created equal? Student claims must be supported by evidence presented during the inquiry. Importantly, to align with the C3 Indicator D3.3.9-12, students need to identify “inconsistencies in evidence in order to...strengthen claims.” For a more in-depth performance task, students could conduct additional research and include outside sources in their claim.

Another option is for students to present their claims in a form other than a formal written response. Students could write a poem or create an art piece and tell how it conveys their claim. Additionally, students could participate in a debate where each side represents yes or no regarding the compelling question.

To connect the past to present, students could explore the question: Today, is the United States a champion of unalienable rights and civil liberties where all men were created equal? To prepare, students could generate supporting questions based upon their research and general understandings. Ultimately, students should identify individuals who can provide them with evidence to answer their supporting questions, and the guiding question - Today, is the United States a champion of unalienable rights and civil

---

### **What is the story of our nation's foundation?**

Communicating and Critiquing Conclusions: D4.3.9-12.

Students are encouraged to take informed action by impacting how young people are introduced to the story of our nation's founding documents. To better understand the issue, students compile materials, such as books and videos, that are used to teach elementary students about the story of the creation of the Declaration of Independence and U.S. Constitution. Then students appraise the materials for their inclusiveness, considering whose stories are told and not told. Finally, students demonstrate agency by creating a more inclusive counter narrative to the "stock story" of the creation of the Declaration of Independence and U.S. Constitution as presented in the video shown while staging the compelling question of this inquiry (<https://www.youtube.com/watch?v=bZ3Wjqp-4Fk>). The audience for this narrative should be elementary students and could take the form of a video, a book, or a play. To make a real-world impact, students should perform the narrative for an audience or post it online.

---

### **How can I be a modern-day abolitionist?**

Taking Informed Action: D4.3.9-12; D4.6.9-12; D7.6.9-12.

Students are encouraged to become modern-day abolitionists by researching modern-day slavery, assessing their options, and taking collective action. To better understand the issue, students can research modern day slavery using the prompts provided in the student packet for the Slavery Today exhibit. Because modern-day slavery is an ongoing and evolving issue, the data in the exhibit is not the most current. Students could begin their research by obtaining up-to-date data. They are also encouraged to begin their research with the resources provided in the exhibit.

Exhibit prompts to revisit:

- 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 is all of this?

Students could, as a class, assess their options for taking collective action. Using democratic processes, including deliberation, students could engage in discussion about the pros and cons and limitations of their options. Additionally, students can determine if they will focus on local, state, national, or global change. Finally, students should implement their plan. We encourage students to consider 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).

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://ncjtc-static.fvtc.edu/resources/RS00007775.pdf>
  - Educator programs: <https://www.dressember.org/blog/educators>
  - Prevention Project: <https://www.prevention-project.org/home/>
- 

### **What responsibilities do you have for helping create a better society? What opportunities?**

Taking Informed Action: D7.6.9-12.

The Legacies of Reconstruction: <https://www.facinghistory.org/reconstruction-era/lessons/legacies-reconstruction>

In this lesson created by Facing History and Ourselves, students are called to examine the legacy of Reconstruction as it relates to modern-day struggles for freedom and equality. We encourage teachers to use the Reflect and Discuss portion of the lesson as an opportunity for students to take informed action.

So many of the issues at the heart of the Reconstruction era are also central to the entire sweep of American history, and many are still being debated today. Centered on [The Legacies of Reconstruction](#), Part Six of Facing History's video series about the Reconstruction, and enhanced with activities and readings, this lesson will help to illuminate the echoes of Reconstruction throughout history. By watching the video and reading and analyzing primary source documents, students will reflect on the idea of democracy as a continuous process rather than a fixed achievement. They will also consider how they can best participate in the ongoing work of strengthening our democracy, and what responsibilities and opportunities they have for creating a better society.

This lesson is part of Facing History's work on the Reconstruction era, and part of a series of video-based web lessons. Use this lesson at the end of a unit about Reconstruction to engage students in a conversation about America's ongoing struggle for a stronger democracy.

---

### **How is racism impacting us today?**

Developing Claims and Using Evidence: D3.3.9-12

Taking Informed Action: D4.1.9-12; D4.6.9-12.

Supporting question: What racial disparities exist today? - has students examine current disparities throughout American society. This examination further explores the concept that *systems and institutions* need to support *racial hierarchies* for it to thrive?

By examining this question, students will understand that racial disparities exist today and begin researching a disparity they have a connection to or affinity towards. Additionally, students and teachers will continue to engage in discussion and foster a collaborative learning environment.

We suggest beginning by examining *privilege*, specifically *white privilege*. From the 12 to 17 minute marks, Seattle’s King5 “Facing Race Episode 1” explains white privilege:

(<https://www.youtube.com/watch?v=rtwZ9i9FuQk>). The 24:45 mark to 26:45 mark of this video addresses *Black Lives Matter v. All Lives Matter* by explaining why it’s detrimental to dismiss the disparities and struggles Black Americans face in society.

Continue the discussion by examining modern racial disparities through charts and graphs. These charts and graphs are the featured sources for this support question. They support the inquiry by providing the evidence to answer the supporting question – What racial disparities exist today? – while also providing students with experience interpreting graphically represented information. We suggest modeling your thinking for a few graphs and then allowing students to explore on their own. The formative assessment requires students to research a modern disparity, so they should be on the look-out for one they have a connection to or affinity towards. Appendix A prompts students to record what they learn. Encourage students to examine privilege, and to consider how they might have an advantage because of existing racial disparities. Privilege is a connection to racial disparity. Bring the general exploration to a close by having the class generate a list of social areas impacted by racism. Ask students what surprised and interested them. Ask them to share their feelings about what they learned.

Racial Disparities in charts and graphs:

- 12 charts show how racial disparities persist across wealth, health, education and beyond from USA Today: <https://www.usatoday.com/in-depth/news/2020/06/18/12-charts-racial-disparities-persist-across-wealth-health-and-beyond/3201129001/>
- 26 simple charts to show friends and family who aren't convinced racism is still a problem in America: <https://www.businessinsider.com/us-systemic-racism-in-charts-graphs-data-2020-6>

To further the conversation, introduce Ibram X. Kendi’s (2016) explanation of the historical 3 sides to the debate over “racial disparities, over why they exist and persist, and over why White Americans as a group were prospering more than Black Americans as a group” (p. 2).

Segregationists: blame Black people themselves for racial disparities.

Assimilationists: claim Black people and racial discrimination are to blame for racial disparities.

Antiracists: point to racial discrimination as the reasons for racial disparities.

The performance task asks students identify modern racial disparities and to make a personal connection to an issue. Class discussion will assess students’ ability to identify racial disparities. Appendix A takes this one step further by asking students to make a connection to one issue. Appendix A also serves as a part 1 research guide for the summative assessment by prompting students to format questions and compile evidence necessary for the final research assignment.

In this task, students construct an evidence-based argument using multiple sources to answer the question: **How is racism impacting us today?** By completing the research guide part 1 (Appendix A), students identified a personal connection to or affinity towards a modern racial disparity, began research, and constructed a claim. Research guide part 2 (Appendix B) prompts students to expand their claim by furthering their research, identifying a counterclaim, and strengthening their claim with evidence. Students’ responses to the prompts on research guides part 1 and 2 could serve as the summative performance task. However, students could use the research guides and construct a written

argument. Appendix C offers rubric categories for a written argument with a claim and counterclaim based upon the C3 Indicators addressed by this inquiry.

To extend their arguments, students might format their arguments in a letter to the editor, or a letter to a government or institutional official. By sharing their claims in the public realm, students would be actively participating in civic life and taking active steps towards becoming a modern-day freedom fighter.

---

### What does the Underground Railroad teach us about social justice?

#### Taking Informed Action: D4.6.9-12

The National Underground Railroad Freedom Center believes we can pursue **inclusive freedom** and **social justice** for all by building on the principles of the Underground Railroad: **courage, cooperation, and perseverance**. Encourage students to explore the legacy of the Underground Railroad by researching a past or current social justice movement using these concepts. Guide students through the process by providing the following prompts. Detailed directions and a graphic organizer can be found in Appendix D.

- What is the problem addressed by the movement? Who is affected?
  - How is the problem impacting people locally, regionally, nationally, and/or globally?
  - What caused the problem?
  - How is the movement promoting social justice and/or inclusive freedom?
  - What are the challenges faced by the movement?
  - What have been the successes of the movement?
  - What are your suggestions for future progress?
-

## Appendix A

### Part 1: Research Guide: Racial Disparity Argument

Affinity - a strong liking for or attraction – a natural liking or sympathy for something or someone

*Directions: Choose a modern racial disparity you have a connection to or affinity towards.*

Final topic	Personal Connection or Affinity

My final choice as a research topic is (phrase your topic as an inquiry question).

---

Why is it important to answer this question and rectify the issue?

---



---



---

Sources of evidence include (corroborate your evidence through multiple sources):

Where should you continue the research. What further questions to you have? What sources do you need?

## Appendix B

### Part 2: Research Guide: Racial Disparity Argument

*Directions: Research how the disparity has been addressed at the institutional, local, state, and/or national levels. Determine if efforts to rectify the issue are effective and adequate.*

Sources of evidence include (corroborate your evidence through multiple sources)	What did you learn? Are there different sides to the argument? What are the strengths and limitations?

Create a claim. Evaluate the response to the disparity. Is it enough? Why or why not. Cite your evidence.

---



---



---

What is the counterclaim to your argument? Cite your evidence.

---



---



---

Why is your claim stronger than the counterclaim?

---



---



---

## Appendix C

### Rubric: How is racism impacting us today? Racial Disparity Argument

<b>Introduction of Research Question:</b> Clearly state your question. Explain how your question reflects a significant issue in society.
<b>Personal Connection or Affinity:</b> Explain how the racial disparity affects you personally.
<b>Evaluation:</b> How has this issue been addressed by the government or an institution? Is it enough?
<b>Claim and Evidence:</b> Clearly stated claim. Evidence supports the claim and research question. Includes multiple perspectives. Includes multiple sources.
<b>Strengths and Limitations:</b> Describes the strengths and limitations of the claim.
<b>Counterclaim and Evidence:</b> Clearly stated counterclaim. Evidence supports the counterclaim and research question. Includes multiple perspectives. Includes multiple sources.
<b>Strengths and Limitations:</b> Describes the strengths and limitations of the counterclaim.
<b>Critique and Summary:</b> Uses evidence to show the claim is more credible than the counterclaim.



## Appendix D

### What does the Underground Railroad teach us about social justice?

The National Underground Railroad Freedom Center believes we can pursue **inclusive freedom** and **social justice** for all by building on the principles of the Underground Railroad: **courage**, **cooperation**, and **perseverance**.

**Courage** - ability to do something that you know is difficult or dangerous.

**Cooperation** - working or acting together for a common purpose or benefit

**Perseverance** - continued effort to do or achieve something, even when this is difficult or takes a long time

**Social Justice** - the view that everyone deserves equal economic, political, and social rights and opportunities.

Chicago University defines, “**inclusive freedom**” as “the robust protection of free expression and the assurance that all members – including those who could be marginalized, silenced, or excluded from full participation – have an opportunity to meaningfully engage in free expression, enquiry, and learning.”

Directions: Research a social justice movement and analyze its adherence to NURFC’s mission.

- What is the problem addressed by the movement? Who is affected?
- How is the problem impacting people locally, regionally, nationally, and/or globally?
- What caused the problem?
- How is the movement promoting social justice and/or inclusive freedom?
- What are the challenges faced by the movement?
- What have been the successes of the movement?
- What are your suggestions for future progress?

<p>Movement:</p> <p>Dates:</p>	
<p>What is the problem addressed by the movement? Who is affected?</p>	
<p>How is the problem impacting people locally, regionally, nationally, and/or globally?</p>	
<p>What caused the problem?</p>	
<p>How is the movement promoting social justice and/or inclusive freedom?</p>	
<p>What are the challenges faced by the movement?</p>	
<p>What have been the successes of the movement?</p>	
<p>What are your suggestions for future progress?</p>	