

DUSABLE MUSEUM FIELD EXPERIENCE LESSON

Objective: To examine documents for information on historical purposes
Related Galleries: *Ames Mural*
Grades: Middle to Secondary School

PRE-VISIT ACTIVITIES

- ▶ Have the students read the document, *My Last Will and Testament* by Mary McLeod Bethune. Discuss the responses to these questions: Is this a primary or secondary source? When was the ‘will’ first published and in what magazine? What do the first four paragraphs reveal about this author’s life?
- ▶ Have the students complete the *Student Investigation Worksheet for Documents*.
- ▶ **Ask the students to summarize in their own words the nine parts of the legacy.**
- ▶ Have the students research the biographical information for these people:

Ralph Bunch	Dorothy Height
Walter White	Frederick Douglass
Mary Church Terrell	Booker T. Washington
Gabriel Prosser	Bessie Coleman
Harriet Tubman	Robert Abbott
Sojourner Truth	Cinque
Dr. Marjorie Joyner	Denmark Vessey
National Association for The Advancement of Colored People (NAACP)	Negro Baseball League

Historical Migrations

Africans in America have been involved with migration prior to 1619. The first was voluntary since many Africans sailed to continents including North America, and traded with many people. The second migration was involuntary – the Maafa or Middle Passage-where Africans were transported without their consent to many countries in the Diaspora for the sake of using their skills for the profit of others. The third was voluntary, as well as dangerous. The Underground Railroad system involved abolitionists such as Quakers who aided enslaved Africans migrating to the Northern cities and to Canada in search of freedom. The fourth migration occurred during the 1930’s and was also voluntary. Economic factors, disenfranchisement of Black voters, increased lynchings and deteriorating quality of life in the South accelerated the migration of Southern Blacks to northern cities.

- ▶ Divide students into groups to research some of the historical migrations. Ask students to classify the names and organizations that they gathered biographical information about into the migration categories.

DURING MUSEUM VISIT

- ▶ Ask students to locate the documents associated with the names and organizations that they gathered biographical information about prior to their visit.

- ▶ Ask students to locate any documents or artifacts that support the evidence of disenfranchisement of Black voters.

POST-MUSEUM ACTIVITY

- ▶ Review the seven principles of *Nguzo Saba* observed during Kwanzaa with your students. Have them write “In My Opinion...” essay on the comparison between Mary McLeod Bethune’s legacy items and the seven principles. Ask them to describe the importance of both documents for themselves as future leaders.
- ▶ Have students conduct a *Book Review* discussion that mirrors the talk show format. The books read would focus on historical migrations.
- ▶ Have students read from a selected bibliography about historical migrations. Ask the students to write about what individual interested them the most and how they would manage if they had to trade places with one of the book’s subjects.
- ▶ Have the students to create a collage or drawing as a book jacket for the book that they read.
- ▶ Have the students write a play dramatizing a “real- life” experience of a person who was involved in one of the migrations.

LEARNING TO LOOK

STUDENT INVESTIGATION WORKSHEET FOR DOCUMENTS

- Primary Source:** An object, document, or firsthand account from the time period under discussion
- Secondary Source:** A secondhand object, document, or account created by people who were not part of the past event. These sources are one step removed from an event because they are neither product of the event nor eyewitness reports. Secondary sources may vary widely in their interpretations of an event.
- Types of Sources:** Drawings, Photographs, Three-dimensional objects, Printed materials, Manuscripts—handwritten or typed material that has never been published, Oral histories—personal recollections or statements from individuals, either taped—recorded, videotaped, or in written form

Name of the document: _____

As you examine this document, ask yourself these questions:

1. Who wrote or drew this document?

2. When and where was it written or drawn?

3. How close was the writer or artist to the event described?

4. Who was the intended audience?

5. Was the writer or artist trying to promote a specific point of view, opinion or bias?

6. Briefly describe and/or sketch the document.

