Literacy Groups: African-Americans in the New Nation

“Examining the Lives of Crispus Attucks, Phillis Wheatley, Elizabeth Freeman, and James Forten”

   

Student Names \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions: Each member of the group will choose a role to take on for your literacy group. Everyone should read the content, then discuss and answer the questions as a group. The assigned readings are in the textbook. Write down your groups responses on this sheet and turn it in for a project grade. Be prepared to share your answers and ideas.

Group Roles

* Director: Responsible for leading discussion of the questions and keeping the group on task.
* Recorder: Responsible for recording the group’s ideas and answers to the questions.
* Reporter: Responsible for sharing the group’s ideas with the rest of the class during class talk.
* Vocabulary Investigator: Responsible for researching and explaining difficult vocabulary words from the reading.

1st Reading: Crispus Attucks, page 113

1. How would you describe Crispus Attucks’ background?
2. What is his involvement with the American Revolution?
3. Following his death, in what way have Bostonians viewed him?
4. What does his story teach us in our study of African-American history?
5. Can your group create one discussion question for your classmates about Crispus Attucks?

2nd Reading: Phillis Wheatley, page 119 – 120

1. In what ways was Phillis Wheatley’s experience as a slave much more fortunate than many other slaves?
2. Phillis seemed to believe that it was God’s merciful plan that she be taken from Africa as a young girl and brought to America, even though it was as a slave. What does your group think about that? Could it really have been the will of God for this to happen to her?
3. What were her views on the American Revolution?
4. What were her views on Racism against African-Americans?
5. What does her story teach us in our study of African-American History?
6. Can your group create one discussion question to ask your classmates about Phillis Wheatley?

3rd Reading: Elizabeth Freeman, page 143

1. How did Elizabeth Freeman become a widow?
2. In what way did she stand up for her rights as a person living in the state of Massachusetts?
3. What does her story teach us in our study of African-American history?
4. Can your group create one discussion question about Elizabeth Freeman to ask the class?

4th Reading: James Forten, page 161

1. Why do you think Forten was successful as a business man?
2. In what ways did he attempt to support the African-American community?
3. How did Forten feel about black migration from the US back to Africa? Why?
4. What does his story teach us in our study of African-American history?
5. Can your group create a discussion question about James Forten?