

Lesson Plans

NEA Human and Civil Rights
Awards Program

Lessons Learned from NEA's Social Justice Advocates

JERRY GORE

Carter G. Woodson Memorial Award

**Lesson At-A-Glance**

- ▶ **Opening the Lesson:**
Introduction to Jerry Gore's and Addison White's Journey with Slavery
- ▶ **Leading the Lesson:**
Understanding the Underground Railroad and Why It Matters to Understand
- ▶ **Closing the Lesson:**
Poignant Potables: Social Justice Advocacy is Strengthened by Looking Back to Move Forward

Objective(s)

- ▶ Students will be able to identify the significant social justice contributions of Jerry Gore.
- ▶ Students will be able to explain the impact of education as a tool to promote social justice.
- ▶ Students will be able to apply map-reading skills as related to travel routes for the Underground Railroad.
- ▶ Students will be able to realize the commitment required by those in the past to be willing to help others.
- ▶ Students will analyze the experiences of those who suffered the terrible injustice of slavery and explain how sharing and learning about those experiences can impact how we can work to prevent the injustices of the present time.

Materials/Preparation

- ▶ Whiteboard and marker
- ▶ Tape
- ▶ Handout 1: Jerry Gore and Addison White Photographs and Name Labels (print and cut one set)
- ▶ Handout 2: Video Segment Student Activity Sheet (make one copy per student and one per small group)
- ▶ Handout 3: Answer Key (print one copy)
- ▶ Handout 4: Quote Activity Sheet
- ▶ Handout 5: Writing Assignment (make one copy per student)
- ▶ (make one copy per student)

Jerry Gore High School

Grades 9-12

Materials/Preparation

- ▶ Prepare to show the video segment <http://freedomundergroundrailroad.com/media/>
- ▶ Prior to teaching the lesson familiarize yourself with Jerry Gore's background by reading the Lesson Information and Background and visiting freedomundergroundrailroad.com

Suggested Grouping Structures

Whole group discussion, small group work, and independent writing

Estimated total lesson time: 60 minutes

Opening the Lesson (5 minutes)

Introduction to Jerry Gore's and Addison White's Journey with Slavery

1. **Ask** students if they have ever heard older relatives like grandparents or great grandparents tell stories of life when they were children.
2. **Have** a few students share how life was different "back then." Ask how many students know or remember a great grandparent.
3. **Post** a labeled picture of Jerry Gore on the whiteboard (Handout 1). Explain that he is the great-great grandson of someone who was a famous person in our history, but probably not a name they know. Take guesses about this famous person's story.
4. **Post** a labeled picture of Addison White (Handout 1). Tell the class he is the great great-grandfather of Jerry Gore and his story has to do with a time when our country was divided. (Prompt students to indicate time of slavery).

5. **Tell** them to try to imagine that they are Jerry Gore, listening to the story told by his great great-grandfather, Addison, a runaway slave. Ask how Jerry might feel listening to that story.
6. **Explain** they will watch a short video that will provide information about the time period of Slavery and provide an opportunity for us to gain more background about the experiences of slaves like Addison White.

Leading the Lesson (35 minutes)

Understanding the Underground Railroad and Why It Matters to Understand

7. **Give** each student a copy of Handout 2. Have them read over the five discussion questions on the activity sheet.

Jerry Gore
High School Grades 9-12

LESSON PLAN HANDOUT 1 Jerry Gore and Addison White Photographs and Name Labels

Jerry Gore

White

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Leading the Lesson continued

Instruct them to add notes and answers to the activity sheet as they watch the video clip, Sankofa Journey.

8. **Show** the video clip at <http://freedomundergroundrailroad.com/media/>. (This clip can be stopped at time point 6:50 if a shorter length clip is needed. After the video, divide students into groups of four. Tell them to compare notes and answers with others in their groups. Give each group an extra copy

of Handout 2 to use as their group's summary answer sheet. Ask for a volunteer from each group to act as a note-taker.

9. **Tell** students they will have 10 minutes to complete this work. Share and discuss the answers as a whole group using Handout 3 (Answer Key) to help you guide the discussion.

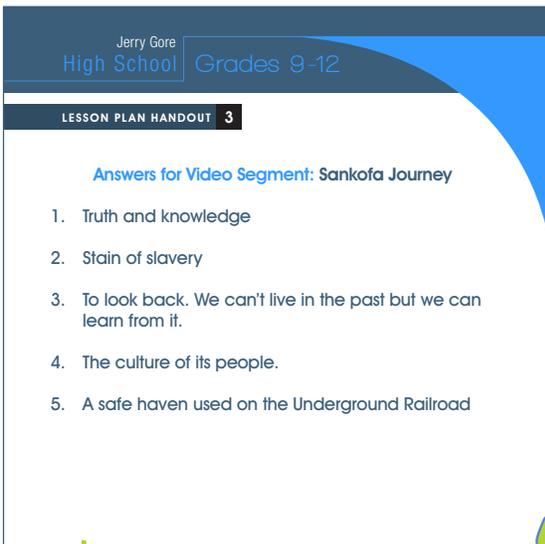
10. **Tell** the class that Addison White was one of the most famous slaves who used the Underground Railroad and the citizens of Ohio raised \$1000 to pay for his freedom.

11. **Clarify** what the Underground Railroad was (i.e., in the United States before slavery became illegal, slaves found a way to take their freedom back by bravely escaping to places where it was not allowed. One way a slave escaped was by something called the Underground Railroad, which wasn't actually a railroad at all; it was a system of secret escape paths where the safe houses for slaves were referred to as stations). Show students on a map the general areas of the United States that were routes on the Underground Railroad.

"We must use history, not to forget, but to remember — to use history to move forward."

-Jerry Gore

12. **Say**, Addison White's great-great grandson, Jerry Gore, has helped to establish an Underground Railroad Museum called Freedom Time Tours in Marysville, Kentucky.



-  General direction of escape
-  Free state — slavery prohibited
-  Slave state — slavery permitted
-  Territories where slavery permitted by local decision
- WV** The state of West Virginia was created in 1863 as a free state

13. **Ask** students why Mr. Gore might have wanted to open this type of museum (Possible answers: honor his grandfather, help others to learn about this period in our history, present accurate facts, raise awareness of the

harsh realities of slavery, and to reinforce fair treatment of others).

14. **Ask** students to think about the people mentioned in this lesson, who could be described by the word, “advocate.” Write the word on the white board and record responses. Clarify what the word “advocate” means. Guide students’ responses to include: free blacks and non-blacks helping slaves escape by providing “stations” and aid along the Underground Railroad routes. Ohio citizens who helped raise money to pay for Addison White’s Freedom, Harriet Tubman, those who had courage to escape and use the underground Railroad, those who teach others about Slavery so that the lessons learned at the suffering our fellow human beings are not too soon forgotten.

15. **Explain** that Jerry Gore is considered a social justice advocate for his devotion to his Freedom Time work, helping to educate others, and encouraging equal treatment for all. Because of his work, he has received a special award, the Carter G. Woodson Memorial Award from the National Education Association.

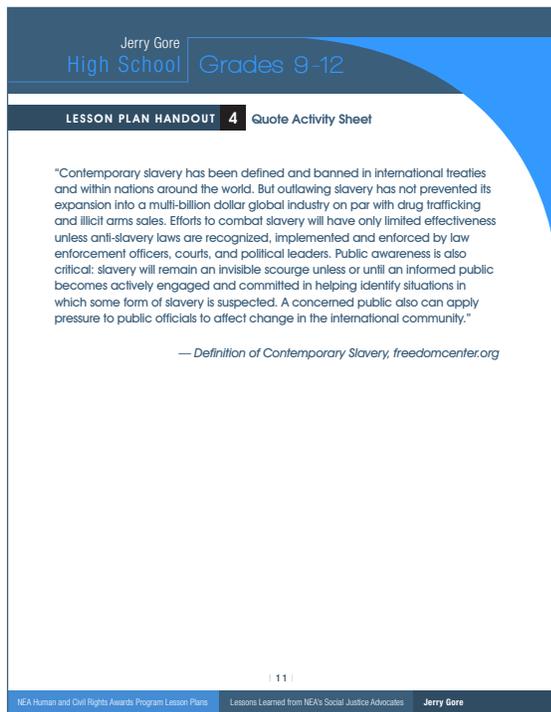
16. **Write** a quote of Gore’s on chalkboard. Gore said. “We must use history, not to forget, but to remember – to use history to move forward.” (Source: http://www.newsrecord.org/college_living/slavery-hardships-revisited/article_0248d4f0-70d7-11e2-ac68-0019bb30f31a.html.)

17. **Ask** students to tell what they feel this quote means. (Prompt the answer: learning about past events in our history and causes and solutions to issues helps us to examine closely how we can impact our world today.

“Contemporary slavery has been defined and banned in international treaties and within nations around the world. But outlawing slavery has not prevented its expansion into a multi-billion dollar global industry on par with drug trafficking and illicit arms sales. Efforts to combat slavery will have only limited effectiveness unless anti-slavery laws are recognized, implemented and enforced by law enforcement officers, courts, and political leaders. Public awareness is also critical: slavery will remain an invisible scourge unless or until an informed public becomes actively engaged and committed in helping identify situations in which some form of slavery is suspected. A concerned public also can apply pressure to public officials to affect change in the international community.”

- National Underground Railroad Freedom Center

18. **Ask** students if slavery has ended in our world today. Listen to student responses.



19. **Give** students Handout 5 with a quote from the National Underground Railroad Freedom Center that described slavery in our world today, "Contemporary Slavery."

20. **Ask** them to read silently. Tell students to underline: "anti-slavery laws", "public awareness", "committed", "international community" and discuss:

- Anti-slavery laws - laws created to prevent slavery
- Public awareness - having people realize and understand
- Committed - involvement with dedication and loyalty

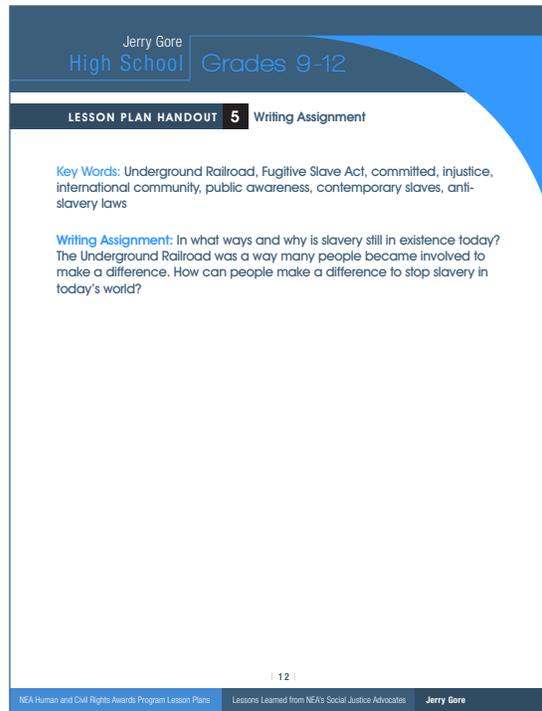
- International community - the countries of the world considered as a group.

Closing the Lesson (15 minutes)

Poignant Potables: Social Justice Advocacy is strengthened by Looking Back to Move Forward

21. **Tell** student that one of Jerry Gore's goals is to impact students by having them learn the facts about slavery and how people helped slaves to become free. Tell them they will be completing a writing assignment about slavery.

22. **Distribute** Handout 5 and have students read the directions to independently and clarify the assignment with the whole group. Explain that



the writing should provide details and support for their responses to the assignment based on information learned in today's lesson.

23. **Direct** students read the key words in the top box of the worksheet. Tell the class they are to incorporate those words or concepts into the writing. Review the meanings of the listed words as needed.
24. **Give** students an adequate amount of class time to complete the writing assignment. Allow additional time at home if necessary. After the essays are completed, have students exchange with a partner and read one another's essays.

Assessment Suggestions

- ▶ Video segment answers
- ▶ Oral responses to questions
- ▶ Writing assignment

Adaptations, Enrichment, Cross-curricular Opportunities

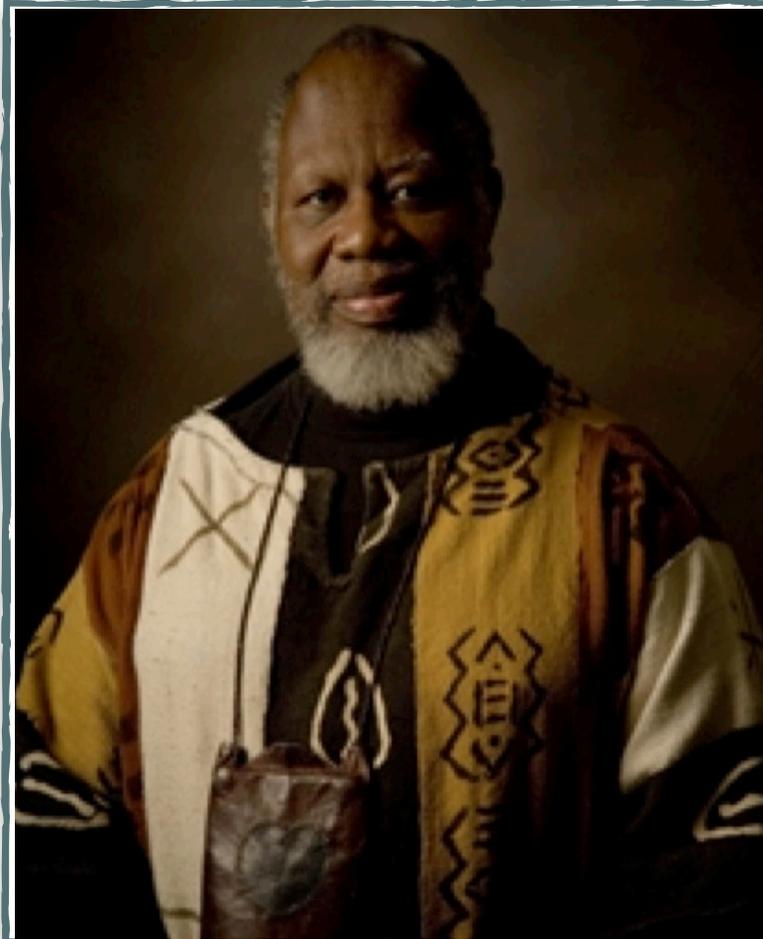
- ▶ If time is limited, make this a two-part lesson. End the first part after step 15.

- ▶ Reserve computer lab to access the National Underground Railroad Freedom Center website: <http://www.freedomcenter.org/>. This site provides more information related to the topics of this lesson.
- ▶ Have students explore information on the National Freedom Center website about The Free Project (<http://www.thefreeproject.org/start-a-chapter/>). The Free Project includes students who are determined to put an end to slavery forever. To join the network of students committed to this cause a charter application to create or join a chapter is linked.
- ▶ Integrate Geography, go to http://education.nationalgeographic.com/education/activity/underground-railroad-route/?ar_a=1 for interactive map to apply geography skills in following paths from south to northern destinations in the Underground Railroad.

LESSON PLAN HANDOUT

1

Jerry Gore and Addison White
Photographs and Name Labels

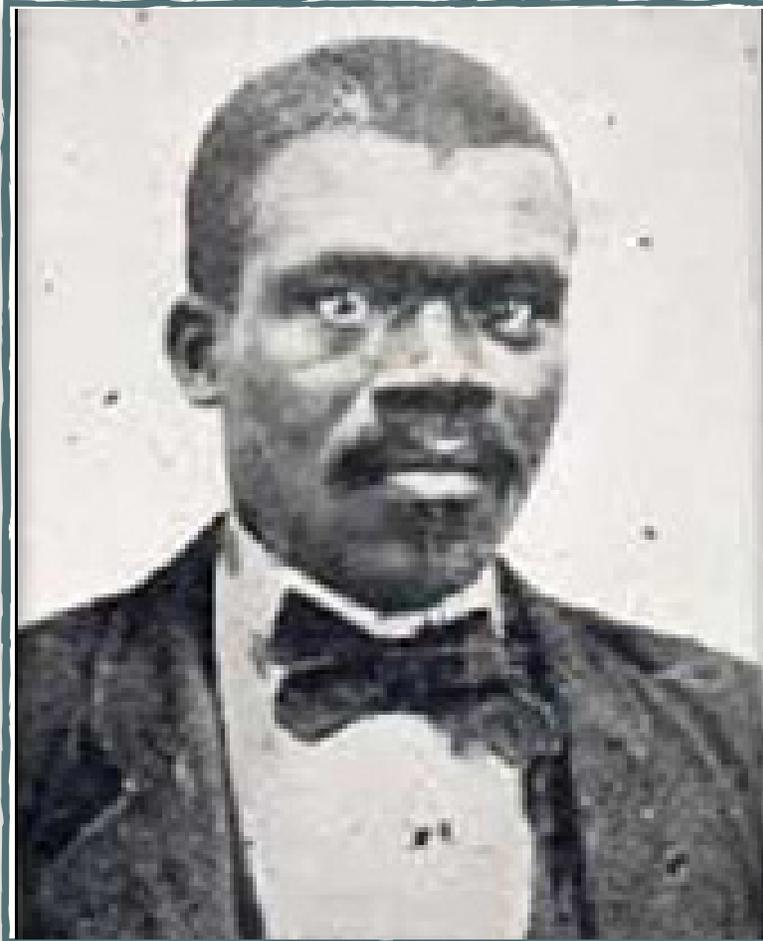


Jerry Gore

LESSON PLAN HANDOUT

1

*Jerry Gore and Addison White Photographs
and Name Labels (continued)*



Addison White

Questions: Sankofa Journey Video Clip

1. What are scholars looking for?

2. What did Jerry Gore say would linger in the minds of future generations?

3. What does Sankofa mean?

4. To make a slave, what is taken away?

5. What was the Rankin House?

Answers for Video Segment: Sankofa Journey

1. Truth and knowledge
2. Stain of slavery
3. To look back. We can't live in the past but we can learn from it.
4. The culture of its people.
5. A safe haven used on the Underground Railroad

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— *Definition of Contemporary Slavery, freedomcenter.org*

Key Words: Underground Railroad, Fugitive Slave Act, committed, injustice, international community, public awareness, contemporary slaves, anti-slavery laws

Writing Assignment: In what ways and why is slavery still in existence today? The Underground Railroad was a way many people became involved to make a difference. How can people make a difference to stop slavery in today's world?