

FREEDOM FIGHTER: AFRICAN AMERICAN INSURRECTIONIST - DENMARK VESEY

STRAND A TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARK	REFERENCES	SUNSHINE STATE STANDARDS
The Age of Andrew Jackson (1820 - 1840)	SS.A.1.3 Evaluates conflicting sources and materials in the interpretation of a historical event or episode.	<p>Adams, Russell. <u>Great Negroes Past and Present</u>. Chicago, Illinois: Afro-Am. Publishing Co., 1964.</p> <p>Aptheker, Herbert, <u>American Negro Slave Revolts</u>. New York, New York: Columbia University Press, 1943.</p> <p>Brinkley, Alan. <u>The Unfinished Nation: A Concise History of the American People</u>. Volume One, New York, New York: McGraw Hill Inc., 1993.</p> <p>Estell, Kenneth. <u>African American Portrait of a People</u>. Detroit, Michigan: Visible Ink Press, 1994.</p> <p>Franklin, John Hope and Alfred A. Moss, Jr. <u>From Slavery to Freedom: A History of African Americans</u>. Seventh Edition, New York, New York: McGraw-Hill Inc., 1994.</p> <p>Genovese, Eugene. <u>From Rebellion to Revolution: Afro-American Slave Revolts in the Making of the Modern World</u>. Baton Rouge, Louisiana: Louisiana State University Press, 1974.</p> <p>Karenga, Maulana. <u>Introduction to Black Studies</u>. Los Angeles, California: University of Sankore Press, 1989.</p>	<p>SS.A.1.3</p> <hr style="border: 1px solid black;"/> <p style="text-align: center;">GOAL 3 STANDARDS</p> <p>3.1 Information Managers</p> <p>3.2 Effective Communicators</p> <p>3.3 Numeric Problem Solvers</p> <p>3.4 Creative and Critical Thinkers</p> <p>3.5 Responsible and Ethical Workers</p> <p>3.6 Resource Managers</p> <p>3.7 Systems Managers</p> <p>3.8 Cooperative Workers</p> <p>3.9 Effective Leaders</p> <p>3.10 Multiculturally Sensitive Citizens</p>



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GOAL: Students will understand that although they were not documented, slave rebellions did occur.

INFUSION POINT

OBJECTIVES

The Age of Andrew Jackson
(1820 - 1840)

Students will be able to:

- locate and label the voyages of Denmark Vesey.
- debate the pros and cons of rebelling against one's master while living in a slave system.
- determine what is capital punishment and whether or not Vesey deserved to be put to death.



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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>The Age of Andrew Jackson (1820 - 1840)</p>	<p>Denmark Vesey, also known as Telemarque, was born into slavery in the South, and sold by his master at an early age. However, he was returned to his master because he had epilepsy. For 20 years he sailed with his master to the Virgin Islands and Haiti where he undoubtedly learned of the rebellion led by Toussaint L'Ouverture, Jacques Dessalines, and Henri Cristophe.</p> <p>Denmark enjoyed a considerable amount of freedom in his homeport of Charleston, South Carolina. He learned to read and write and studied the Bible. Eventually he purchased his freedom for \$600 with money he won in a \$1,500 lottery. He tried unsuccessfully to purchase his children. Despite his failure to do this, he continued to dream of freedom for his people.</p> <p>Denmark became a Methodist minister using his house as the church. This was the one place where Blacks could hold large gatherings without being questioned by Whites. He began to make plans to initiate a rebellion to take over Charleston. Money was collected to buy arms; a blacksmith was ordered to make a large number of bayonets and daggers; and the mulatto conspirators were given fashion wigs and whiskers made of white hair. These were given by a barber so that Denmark and his followers could penetrate the heart of the city and seize control at the designated time. The zero hour was set for the second Sunday in July, 1822.</p> <p>The 2-year plan was suddenly advanced to June 16th because the original date was revealed by a Black man whom Denmark felt he could trust. In a short time Charleston was an armed camp. Blacks, believed to be a part of the plot were rounded up. Denmark went into hiding, but was discovered within two days and taken captive. Even though Denmark had a good lawyer, he was found guilty and along with thirty-four other blacks and was sentenced to death on July 2, 1822.</p>

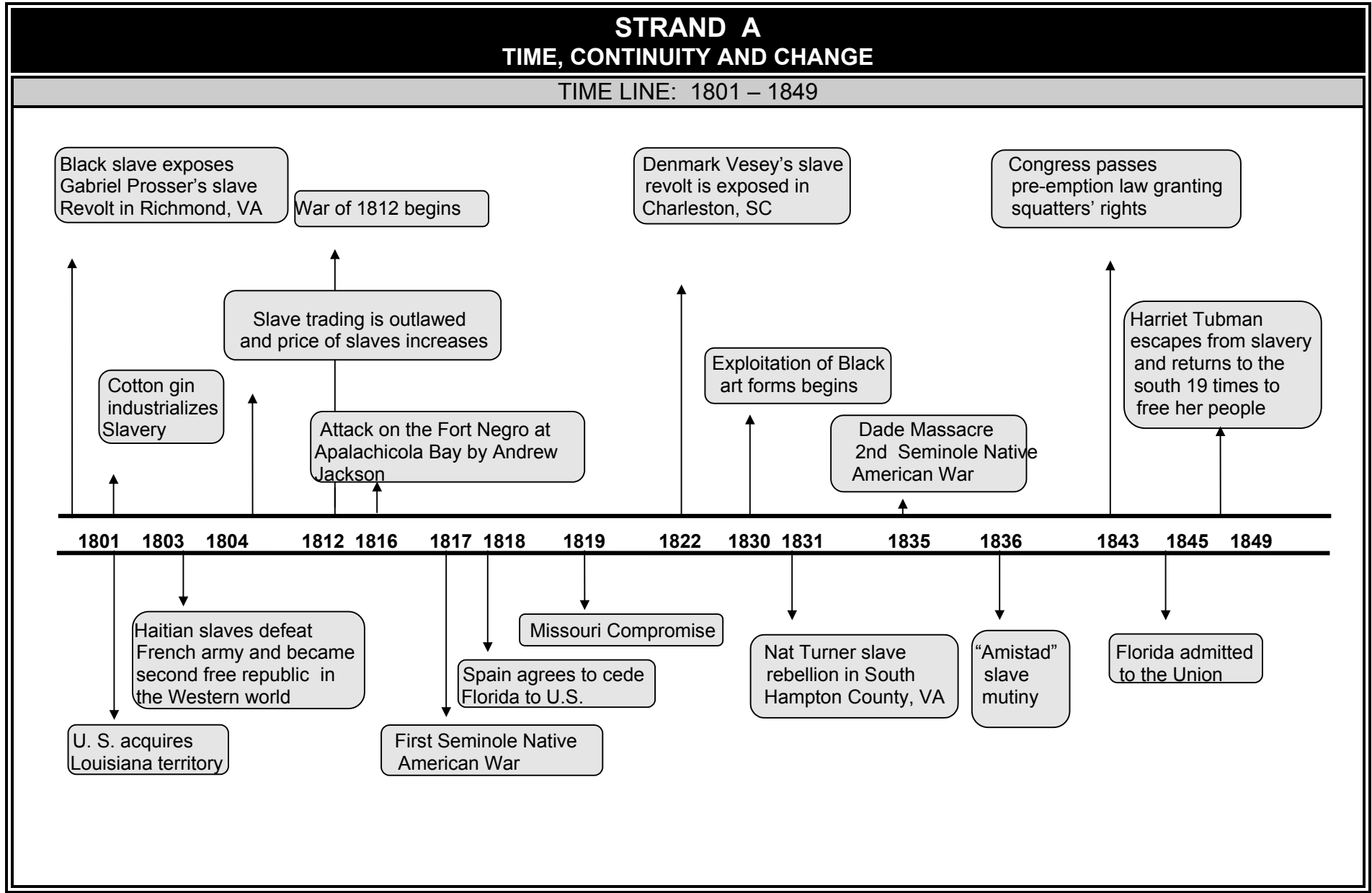


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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
The Age of Andrew Jackson (1820 - 1840)	<ul style="list-style-type: none"> ➤ 1811 - Freed Slaves settle in Sierra Leone, Africa. ➤ 1812 - War of 1812 begins. ➤ 1812 - Slave trading is outlawed and the price of slaves rises. ➤ 1816 - Attack on Fort Negro at Apalachicola Bay by Andrew Jackson. ➤ 1817 - First Seminole War begins. ➤ 1818 - Spain agrees to cede Florida to the United States of America. ➤ 1822 - Denmark Vesey's rebellion in Charleston, South Carolina. ➤ 1831 - Nat Turner's rebellion in South Hampton County, Virginia. ➤ 1835 - Dade Massacre and the second Seminole Native American War. ➤ 1836 - "Amistad" slave ship mutiny. ➤ 1843 - Florida passes Pre-Emption law which grants squatters' rights. ➤ 1845 - Florida is admitted to the Union. ➤ 1849 - Harriet Tubman escapes from slavery and returns to the South 19 times to free other slaves.



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INFUSION POINT	DEFINITION OF KEY TERMS
The Age of Andrew Jackson (1820 - 1840)	<ul style="list-style-type: none"> ➤ Bayonet - A knife adapted to fit the muzzle end of a rifle used in close combat. ➤ Blacksmith - One who forges and shapes iron and other metals with an anvil and hammer. ➤ Dagger - A short pointed weapon with sharp edges. ➤ Epilepsy - A nervous disorder characterized by recurring attacks of motor sensory, or psychic malfunction with or without unconsciousness or convulsive movements. ➤ Lottery - A contest in which the winner is chosen by a chance drawing. ➤ Minister - A person authorized to perform religious functions in a church. ➤ Rebellion - Opposition to one in authority or dominance.



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RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the internet prepare a position paper on African American insurrectionists who resisted slavery in the U.S. and the Americas.
- Prepare a written report on the role insurrectionists such as Denmark Vesey played in the resistance to slavery.

Science

- Document the scientific contributions of Africans in areas of astronomy, literature, medicine, and other areas.
- Document the inventions of African American scientists such as Benjamin Banneker.
- Research the scientific process involved in growing any one of the following products made popular during the slavery era: sugarcane, cotton, and coffee.

Mathematics

- Use the data to develop a time line which traces the birth of Demark Vesey and his life.
- Using measuring scales document the miles traveled by Vesey from the U.S. to the Virgin Island and Haiti.
- Document and graph the number of slaves in the Americas between 1490 – 1840. Pay attention to the fact that in 1619 the first 20 African slaves arrived in Jamestown, Virginia.
- Document the monetary benefits derived from slave labor in such products as coffee, sugar cane, cotton, and rum. Display results in graphs or other visual displays.
- Document the distance between Charleston, South Carolina and West Palm Beach, Florida.

CURRICULUM INFUSION

Critical Thinking Skills

- Use visuals to orally present the findings from data researched on the African American insurrection.
- Distinguish the importance of insurrection versus passive resistance to slavery.
- Use an interactive journal to develop a process to analyze and critique the slavery experience.



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RECOMMENDED STUDENT ACTIVITIES

CURRICULUM INFUSION

Social Studies

- Compare and contrast the leadership and resistance styles of Denmark Vesey, Toussant L'Ouverture, Jacques Dessalines, and Henri Christophe.
- Use map skills to locate and label Charleston, South Carolina and other southern areas.
- Trace the slave trade from 1490 until Vesey's birth and death.
- Discuss the ways slaves were treated in South America, Central America, the Caribbean and the U.S. Were their rights, liberty, and resistance activities similar or different?
- How did the Haitian Revolution and the Caribbean slave rebellions influence Vesey's thinking and behavior.
- Document through a geographic map the movement of African slaves in South, Central and North Americas and the Caribbean and other parts of the world.
- Discuss how slaves supported the economy in areas of sugar, coffee, cotton, etc.
- Re-enact the trial of Denmark Vesey and twenty four other defendants, all of whom were put to death on July 2, 1822 . Rely on consulting with local attorneys and judges in preparing for the case. This is a good culminating event, for which parents and community would be invited.

Language Arts

- Define the terms "rebellion", "resistance" and "slavery system".
- Select three literary sources and prepare a paper on the lives of such insurrectionists as Cuffy in Guyana, Nanny and Tacky in Jamaica, Morales in Cuba, and L'Ouverture and others in Haiti. Students may select other insurrectionists in places like Puerto Rico, Colombia, Brazil, and Central America.
- Discuss the literary works which came out of Kemet and recent Kingdoms such as Timbuktu; Ashanti, Dahomey and Fthionia.

Humanities/Arts

- Students will develop an artistic rendering of at least ten (10) insurrectionists and display each one in a scrapbook which depicts their contributions to the freedom and the liberation of the slaves in the Americas.
- Document at least ten (10) artistic pieces developed by the slaves during the period 1490 – 1840. These artistic pieces should include the banjo, the steel drum, other instruments, paintings, sculptures, masks, jewelry, and lances unique to the African and African Diaspora cultures.
- Present a play (30) minutes in length that depicts the life of an insurrectionist such as Denmark Vesey.
- Visit a museum or a play on African American artistic renderings.



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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Age of Andrew Jackson (1820 - 1840)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their research and oral presentation of Denmark Vesey's exploits. 2. Students will be assessed on the ability to locate the following places on a world map: Virgin Islands, Charleston, South Carolina, and Haiti. 3. Students will be assessed on their ability to draw a map that shows the various travels of Denmark Vesey. <p><i>Pre/Post Assessment</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument. ➤ Determine knowledge of those individuals from all racial groups who were considered heroes and liberators in the U.S.A. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, portfolios in the process. ➤ Assess the completeness of the timeline on Vesey's life. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals, portfolios to assess gains. ➤ Use multiple choice exams. ➤ Use product evaluation of a scrapbook of insurrectionists. ➤ Use research papers and assess with a matrix. </div>

