Moises Champo
Marshall Fundamental Secondary School

Note: Mr. Champo has taught United States History to 8th graders in the Pasadena Unified School District since 1996. With a Master of Arts in Religion, he is a current participant on the prestigious Teaching American History program for teacher’s enrichment at the Huntington Library, which shows his deep interest and devotion to the history of our country. This lesson was developed for to the Places and Time, UCLA History-Geography Project Seminar, sponsored by the Auto Club of Southern California, July 2009.

GRADE 8 United States History

CALIFORNIA HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

8.9.1 Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

8.10.7 Explain how the war affected combatants, civilians, the physical environment, and future warfare.

HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS

Historical Interpretation
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place

Please contact the editors of Geographic Literacy for more information

Emma Hipolito: hipolito@gseis.ucla.edu
Mary Miller: mmiller@gseis.ucla.edu

UCLA History-Geography Project
1320 Moore Hall
Los Angeles, CA 90095
Phone: (310) 206-9796
Fax: (310) 206-5369

Sponsors

Geographic Literacy is a collaborative project between The Automobile Club of Southern California and the UCLA History-Geography Project with funding from the Fund for Improvement of Post Secondary Education.
BACKGROUND INFORMATION

The impact of the American Civil War on the American people extends all the way from West Virginia in the East to Altadena, CA. in the West. Brothers Jason and Owen Brown, sons of “The Liberator”, John Brown, leader of Harper’s Ferry raid and active abolitionist, came to live in Altadena, in 1884 and 1885, respectively.

OBJECTIVE

At the end of this lesson students will be able to describe events leading to the American Civil War and to trace geographical movement of people involved.

MATERIALS


2. Map of the USA showing the Compromise of 1850.

3. Outline Map of present day USA Map.

4. PPT with pictures provided. LCD Projector. Computer.

5. US History textbook, 8th Grade, or/and an US Atlas.

PREPARATION

1. Duplicate magazine article (#1 above) - one copy for each student.

2. Duplicate Compromise of 1850 map (#2 above) - one copy for each student.

3. Duplicate U.S. outline map (#3 above) - one for each student.

4. Prepare a PowerPoint to be shown from computer on LCD projector.
ACTIVITIES

1. Teacher begins brief lecture aided with PPT presentation. 15 min.

2. Show Picture 1. Harper’s Ferry Raid, VA., explain that this was an early attempt to free slaves.


4. Show Picture 3 and 4. Jason and Owen Brown, sons of John Brown, who participated in the raid and had to escape. They were helped by the Underground Railroad system, crossed the Appalachian Mountains, continued on to Put-in-Bay, Ohio, where they lived for several years, and finally making their way to safety in Altadena, CA, 1884.

5. Show Picture 5. Owen Brown’s Tomb. Explain that “The Brown Boys” adapted to different physical environments and social conditions as a result of their involvement in an effort to change political and social conditions in our country.

6. Distribute copies of the Article Trail’s End on Little Round Top, by Dorothy K. Hassler, and allow students to read it. Independent text interactive reading. 20 min.

7. To make sure students read it and understand it, distribute the brief questionnaire. When students finish answering the questionnaire (see below), a brief discussion of student’s answers may be led by the teacher for accuracy.

8. Geography extension. Distribute the maps and ask students to trace a possible escape route for Owen Brown, from Harper’s Ferry, VA, through the Appalachian Mountains, through the Ohio Valley, on to Lake Erie, then through the Great Plains, the Mojave desert, and finally to California and Altadena. 10 min. Use US History textbook if it includes an atlas; otherwise, an atlas must be provided.

ASSESSMENT

1. Questionnaire is collected and graded.

2. Maps are collected and graded.

EXTENSIONS

1. Students may visit this Historical site-Owen Brown’s tomb.

2. Students can research the music lyrics for John Brown’s Body that Civil War soldiers sang during the battles of the war in different versions, eventually turning into what we now know as the Battle Hymn of the Republic.
BIBLIOGRAPHY

Westways Magazine, Automobile Club of Southern California, September, 1952.


Questionnaire for “Trail’s End on Little Round Top”

1. Who was John Brown? Why does the author call him “a martyr”?

2. What role did Jason and Owen played at Osawatomie, KS, and the Harper’s Ferry raid?

3. How was Owen Brown able to escape? What was the reward amount for his capture?

4. Where did Owen live after the Civil War?

5. How was Owen Brown received at the City of Roses?

6. Why is the title “Brown Boys” not an accurate representation of their age?

7. How did the “Brown Boys” seek to immortalize their father?

8. When did Owen Brown die? Where is he buried?

9. What happened to Jason Brown after his brother’s death?

10. What is the point of view of the author? Abolitionist? Do you agree with her? What is your own opinion about the story of the Brown family?