

# Sojourner!

## Voices from the Past

**Grades: 5-12**

### ABOUT THE PERFORMANCE

Through story and song, Hope Shiver illustrates the life of famous abolitionist Sojourner Truth. Her sensitive portrayal, often using Sojourner's own songs and speeches to bring the story to life, inspires students to learn how laws are made and to explore the plight of slaves in the North while clapping and chanting to the familiar spirituals of the time. Performance topics include the abolitionist movement, the women's movement, the Civil War, and President Lincoln's Emancipation Proclamation.

### TEKS (Texas Essential Knowledge and Skills):

	Music	Theater	Lang. Arts	Social Studies	<b>The Students Will:</b> <ul style="list-style-type: none"> <li>Demonstrate musical artistry by singing in groups.</li> <li>Relate music to history culture, and the world.</li> <li>Demonstrate appropriate concert etiquette during live performances.</li> <li>Relate music to history, to society, and to culture.</li> <li>Create and interpret timelines.</li> <li>Describe how individuals, events, and ideas have changed communities.</li> <li>Identify contributions of historical figures who have helped to shape the nation and who have made contributions in the area of civil rights.</li> <li>Explain how individuals' decisions can result in changes in the community.</li> <li>Summarize contributions of people of various racial, ethnic and religious groups to our national identity.</li> <li>Organize and interpret information in outlines, reports, databases and visuals, including</li> <li>graphs, charts, timelines.</li> <li>Write literary texts, stories and poems that express their ideas and feelings about real or imagined people, events, and ideas.</li> </ul>
5	5.3, 5.5, 5.6	5.4, 5	5.16	5.5, 5.22, 5.24	
6	1.3, 1.4, 1.5	6.4, 5	6.15	6.21	
7	2.3, 2.4, 2.5	7.4, 5	7.15	7.7, 7.21	
8	3.3, 3.4, 3.5	8.4, 5	8.15	8.29	
H.S.	Levels I.3, I.5, I.6 II.3, II.5, II.6 III.3, III.5, III.6 IV.3, IV.5, IV.6	I.5, 6	Eng. I 9.14, 10.14, 11.14, 12.14	US Hist. 1, 9, 29 Gov't. 20	

### STAAR (State of Texas Assessments of Academic Readiness):

<b>Writing</b>	Grade 4	Reporting Category 1	<b>The Students Will:</b> <ul style="list-style-type: none"> <li>Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions.</li> <li>Understand geographic and cultural influences on historical issues and events.</li> <li>Demonstrate an understanding of issues and events in U.S. history.</li> </ul>
	Eng. I Eng. II Eng. III	Reporting Category 4	
<b>Social Studies</b>	Grade 8	Reporting Category 1 Reporting Category 2	
	US History	Reporting Category 1 Reporting Category 2	

### Academic Vocabulary:

Sojourn	A short stay or visit.
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Sojourner	Someone who lives in a place for a short time; A temporary resident.
Spirituals	Music that originated during the time of slavery to communicate emotions and ideas. Spirituals are characterized by their religious meaning and syncopated rhythm. The songs were expressions of freedom, and sometimes the words became a code for sending messages, especially about activities related to the Underground Railroad.
Abolition	The act of officially ending or stopping something; Ending slavery.
Abolitionist	Anti-slavery activist who, before the Civil War, agitated for the immediate, unconditional, and total abolition of slavery in the United States. Back when many landowners in the United States forced slaves to work their land, abolitionists believed that slavery violated the basic human right of freedom, and organized to make slavery illegal, writing anti-slavery literature, proposing new laws, and smuggling slaves into free Canada.
Slave	A person who is the property of another person, legally owned by them, and forced to work for that person without pay. To be a slave is to be owned and controlled by another person.
Slavery	Slavery refers to a condition in which individuals are owned by others who control where they live and what kind of work they do. The work is done under harsh conditions for no pay.
Chattel Slave	A chattel slave is an enslaved person who is owned forever and whose children and children's children are automatically enslaved. Chattel slaves are individuals treated as complete property, to be bought and sold.
Freedom	Not under the control or in the power of another; Able to act or do what one wishes.
Emancipation / Manumission	The freeing of someone from slavery.
Democracy	A form of government in which people choose leaders by voting and in which everyone is treated equally and has equal rights.
Suffrage	The right to vote in public elections.
Universal Suffrage	Everyone gets to vote, as opposed to only white men or property holders.
Suffragist	Before 1920, women did not have the right to vote in the U.S. The suffragist movement fought for these rights, and the people who were part of that movement were suffragists.

#### CLASSROOM CONNECTIONS:

##### *Before the performance*

- Brainstorm a list questions about slaves in early U.S. history and about the people called "abolitionists" who worked to end slavery before the Civil War.
- Create a "K-W-L" Chart and complete the first two columns:

K	W	L
What do you already <b>Know</b> about Sojourner Truth?	What do you <b>Want</b> to learn about Sojourner Truth?	

**After the performance:**

- Create a song, dance, drama, or piece of art in response to the knowledge, feelings and insights revealed in the performance about Sojourner Truth.
- Fill in the last column of the “K-W-L” Chart:

K	W	L
What do you already <i>Know</i> about Sojourner Truth?	What do you <i>Want</i> to learn about Sojourner Truth?	What have you <i>Learned</i> about Sojourner Truth?

**Language Arts:**







- Sojourner Truth was an ex-slave orator. At a time when both African Americans and women were barely allowed to speak their minds, Sojourner Truth did not think twice about stepping up to the podium and giving some of the most famous speeches in American history. Google the “Ain’t I A Woman” speech made by Sojourner Truth at the Women’s Convention in Akron, Ohio on May 29, 1851. Print a copy of the words, practice the speech, and dress as Sojourner Truth to deliver the speech before your class.
- Work with a partner to create a graphic organizer, poster, pamphlet, newspaper article or web page to illustrate the ideas of the abolitionists and suffragists during the 1860’s. Share your project with the class.
- Pretend that you are a kid reporter for Frederick Douglass’ newspaper The North Star. Write a newspaper article about the life of Sojourner Truth for the paper. Create a headline and include a picture. Post your newspaper article on the bulletin board.
- In small groups, create a Sojourner Truth Reader’s Theatre about how she spent her life fighting for social reform and act it out in your classroom.
- Sojourner Truth kept a “Book of Life,” a scrapbook and autograph book. Both Abraham Lincoln and Ulysses S. Grant signed it. Create a “Book of Life” for your classroom. Discuss what personal events and what current events you want to include. Make a list of important people and write letters to them to include in the “Book of Life.”
- Choose a symbol to represent Sojourner Truth. Draw a picture of your symbol and explain your choice.
- Work in small groups to compile a Sojourner Truth Scrapbook. Some items to include are:
  - Biographies of key figures related to abolitionism and women’s rights.
  - Illustrations of events, places or people involved with the abolitionist and suffragist movements.
  - Letters or diary entries that you create about slavery.
  - Newspaper articles that you write describing events of the Civil War.
  - Handwritten copies of song lyrics or poetry from the period.
- Through the Eyes of Sojourner Truth – Write a Letter from Sojourner Truth to Frederick Douglass. Share your letter with the class.

- Stand and Be Counted – Sojourner Truth was a courageous and colorful historical figure who stood up for what she believed in. Write a letter to yourself about an issue, something close to your heart, that you would stand up against society for.
- What is your Truth? The format is your choice: prose, poetry, rap, song, performance, art, video.

**Math:**

The Sojourner Truth Memorial Highway, Interstate 194 (I-194), is a three-mile (5 km) long, north–south freeway between downtown Battle Creek and I-94 in the southern portion of the city. The highway has been locally designated the Sojourner Truth Downtown Parkway after the abolitionist, Sojourner Truth, who was active in the Battle Creek area. The entire highway is in Battle Creek, Michigan.

- Work in teams to create word problems using information in the chart below and a map to travel from Exits 1, 2, and 3 to the various destinations listed. Challenge other teams to solve your word problems.

Mile	km	Exit	Destinations
0.000	0.000	1	 I-94 – Detroit, Chicago  M-66 south – Sturgis
2.048	3.296	2	 M-96 (E. Columbia Avenue)
3.161	5.087	3	 BL I-94 (D. Road)
3.374	5.430		 BL I-94 (Hamblin Avenue)  M-66 north – Ionia
<b>1.000 mi = 1.609 km; 1.000 km = 0.621 mi</b> Source: Michigan Department of Transportation / Wikipedia			

- The Sojourner Truth Downtown Parkway carries 26,300 vehicles on an average day. Of these vehicles, 1,200 trucks are included in the total. Create word problems with these facts. Exchange problems with a partner and solve each other's problems. Present your solutions to the class.

**Social Studies:**

- Think-Pair-Share: Discuss the freedoms that you have. Brainstorm a list of what things you would miss most if your freedom were taken away.
  - Share your ideas in pairs.

- As a whole class, list some ideas that were generated and vote on the four most precious or important things.
  - Corners: Write the four things on paper and place each in a corner of the room.
  - Decide on which one thing you think is most important and go to that corner.
  - In pairs, share reasons why you chose that corner and then share your thinking with the class.
- Role-play a woman without voting rights. Present things to be voted on throughout the day and do not allow these people to vote. After these roles have been played, write your feelings on paper and discuss with the class.
  - Track important events in the life of Sojourner Truth. Create an interactive timeline of her life, journeys and adventures. Display the timeline on a poster or on the SmartBoard. Begin with Sojourner Truth's birth (1797) and end with her death (1883) and include at least 10 historical events and facts about each event.
  - Create a PowerPoint presentation or a Prezi presentation to tell the story of Sojourner Truth, with pictures, maps and graphics for each slide. Include Sojourner Truth's:
    - Earlier life as a slave under four different owners.
    - Escape to freedom with her infant daughter in 1826.
    - Role as a recruiter for black troops for the Union Army during the Civil War.
    - Quest to secure land grants from the federal government for former slaves.
    - Lawsuit against Thomas Dumont, her owner, in a court case against this white man to recover her son.
    - Role as an anti-slavery speaker.
    - Residency at The Northampton Association of Education and Industry.
    - Meeting with President Abraham Lincoln.
    - Role in the struggle for women's suffrage – getting the right to vote for women.
    - Later years.
  - Work as a class to design and create an interactive Sojourner Truth bulletin board in your classroom.
  - Discuss the following topic in small groups: If Sojourner had not chosen to travel and give speeches, do you think she would have had as much impact on civil rights and women's rights? Why or why not? Explain your thinking.
  - Google the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> Amendments. Use index cards to create flashcards about these Amendments to the United States Constitution.
    - Write the Amendment on the front side of the card and what it is.
    - On the back side of the card, explain how the Amendment impacted the expansion of human rights for African Americans and women.
    - Draw a picture to go along with it.
    - With a partner, create a Venn Diagram to compare and contrast the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> Amendments. Share with the class.
  - Work in small groups to create a T-Chart for "Abolitionists" and "Suffragists." List the key points, the people involved, and the ideals of each group on the chart. Discuss and present your findings to the class.

<b>ABOLITIONISTS</b>	<b>SUFFRAGISTS</b>
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- Create a “Freedom Journal” to describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. Include information about the following people and their ideas in your journal.
    - Frederick Douglass
    - William Lloyd Garrison
    - Sojourner Truth
    - Harriet Tubman
    - Theodore Weld
    - David Ruggles
    - Lydia Marie Child
  - In the mid 1800’s, the village of Florence in the city of Northampton, Massachusetts was the center of anti-slavery resistance. ***The Northampton Association of Education and Industry (NAEI)*** was formed in 1842 as an experiment in social equality and communal living. The founders of the Association were also leaders of the abolition movement. As a result, this community was one of the few institutions in the United States which accepted blacks as equals. Sojourner Truth was among the many free blacks and fugitive slaves to be a part of this community. They created a society in which “the rights of all are equal without distinction of sex, color or condition, sect or religion.”
    - Google ***The Northampton Association of Education and Industry (NAEI)*** and take notes on your findings.
    - Compare notes and discuss your information in small groups.
  - Create a model of the NAEI community.

**Science:**

- In 1842, members of *The Northampton Association of Education and Industry* established a community organized around a **silk mill**.
  - Gather pictures of silkworms and about the process of making silk.
  - Create a visual presentation (poster, PowerPoint, Prezi) about your findings.
  - Share your visual with the class.
- Watch a video about the lifecycle of an insect from egg stage to larvae, pupa, moth. Draw a flow chart of the life cycle of the silkworm. Discuss metamorphosis with a partner.
- A silkworm's preferred food is white mulberry leaves. In small groups, discuss the **food chain, producers** and **consumers** in the context of silkworm and mulberry trees.

- In 1987, NASA named the Mars rover “*Sojourner*”, in honor of Sojourner Truth. *Mars Pathfinder* was the American spacecraft that landed a base station with a roving probe on Mars in 1997. It consisted of a lander and a lightweight wheeled robotic Mars rover named Sojourner.
- Find pictures of this space equipment and make a list of the operations and experiments it conducted on the Martian rocks and soil. Present your findings to the class.

**Related Websites:**

<http://sojournertruthmemorial.org/her-history/>  
[http://www.ducksters.com/history/civil\\_rights/sojourner\\_truth.php](http://www.ducksters.com/history/civil_rights/sojourner_truth.php)  
[http://en.wikipedia.org/wiki/Sojourner\\_Truth](http://en.wikipedia.org/wiki/Sojourner_Truth)  
<http://www.historic-northampton.org/highlights/educationindustry.html>  
<http://radicalequality.emergingamerica.org/>  
<http://memory.loc.gov/ammem/aapchtml/aapchome.html>  
<http://radicalequality.emergingamerica.org/for-students/grades-3-7/>  
<http://radicalequality.emergingamerica.org/multimedia/naei-video/>  
<http://radicalequality.emergingamerica.org/for-students/grades-8-12/>  
<http://www.sojournertruth.org/Default.htm>

**SmartBoard Activities:**

<http://exchange.smarttech.com/details.html?id=3b94caa1-8af8-4b4c-91be-53250c378f2c>  
<http://exchange.smarttech.com/details.html?id=d3127b51-bb3f-4219-9f4f-720166c82792>  
<http://exchange.smarttech.com/details?id=31427b16-176a-4244-9791-822338b4b8af>  
[http://www.softschools.com/timelines/sojourner\\_truth\\_timeline/57/](http://www.softschools.com/timelines/sojourner_truth_timeline/57/)

**ABOUT THE ARTIST:**

Hope Shiver, Soprano and storyteller, has credits as a soloist with the Houston Symphony Orchestra, Houston Grand Opera, and the St. Louis Symphony, as well as acting credits on stage and screen. Ms. Shiver has a Master of Music degree in vocal performance from the University of Oregon. Her singing talents have taken her all over the world – Japan, Italy, France, Greenland, Egypt, Sweden, and Spain – performing for world leaders and appreciative audiences in international tours of *Showboat* and *Porgy and Bess*. An award-winning playwright and playwright-in-residence with Young Audiences of Houston, Ms. Shiver has written, produced and directed numerous plays for school, college and family audiences.