

the J.R.
Clifford
project



Grade 10 US Studies to 1900

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Remembering the Past – To Inspire the Future.

J.R. Clifford Lesson Plan

Title: J. R. Clifford and his Role in Early American History

Grade Level/Subject: 10th Grade/U.S. Studies to 1900

WV Content Standard(s) and Objectives:

- **SS 0.10.1.5 Evaluate, take and defend positions on issues in which fundamental democratic values and principles are in conflict (minority rights).**
- **SS.0.10.5.10 Critique the goals and actions of reformers and reform movements and assume the role of reformer to explain the goal and actions of the movement.**
- **SS 0.10.5.20 Debate the influence and impact of diverse cultures on United States society and explain the process of their assimilation into American life.**
- **SS 0.10.5.22 Research, analyze, and interpret primary sources and compare to contemporary media to better understand events and life in the United States to 1900.**
- **SS0.10.5.24 Develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.**
- **21C.O.9-12.2.TT.2 Student collaborates with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.**

- **21C.O.9-12.3.TT.6 Student evaluates and applies technology tools for research, information analysis, problem solving, content learning, decision making, and lifelong learning.**

Time Period to teach unit:

This unit may be taught during the segregation and discrimination period of minorities in early American History (1800's to early 1900's).

Essential Question: What was J.R. Clifford's role in early American History?

Strategy to Activate Prior Knowledge:

- **KWL Chart (Attachment #1) Teacher will use a KWL Chart on poster paper to see what prior knowledge, if any, that students know about J.R. Clifford. Next, teacher will ask students what they would like to know about J.R. Clifford. Students will write responses on post-it notes and apply to KWL Chart. At the end of the unit, students will respond to the "L" – what they have learned about J.R. Clifford.**

Vocabulary Development:

- **Vocabulary terms will be derived from group work. Each group will choose two words from source and complete a 'Word Meaning' vocabulary sheet on each. (Attachment #2) Students will place these terms/definitions on Vocabulary Foldable. (Attachment #3) A vocabulary quiz will be given to students at the end of the unit.**

Classroom Management/Organization:

- **Students will be seated in regular seating. When groups are created, students will move to assigned group. After group work, students will return to initial seating.**

Instructional Strategies:

Day 1:

- 1. Teacher will give direct instruction on introducing J. R. Clifford through power point. (Attachment #4) Students will take notes and place in notebook.**
- 2. Teacher will divide students into 6 groups. A task sheet of assigned roles of group members will be given to each group. (Attachment #5) Each group will be assigned a particular time/event of J. R. Clifford's life: Childhood, Camp Nelson, Storer College, Attorney -Martin/Williams Case, Niagara Movement. Students will research assigned time period from <http://www.jrclifford.org/Clifford%20Timeline.htm>. (If no computer lab, teachers may run off printed copies and give assigned topic to each group) . Groups will complete a graphic organizer of their choice on poster paper from readings and present their work to rest of class. (For a selection of graphic organizers, go to: <http://www.teach-nology.com/worksheets/graphic/>) Groups will also be responsible for choosing two unfamiliar vocabulary terms in their readings to define on a Vocabulary Meaning Hand-out (Attachment #2). Groups will place chosen vocabulary terms with definitions on the back on a strip of paper on board.**

Day 2:

- 1. Groups will present in order of the sequence of J.R. Clifford's life. Beginning with his childhood (Group #1), presenter of group will write groups' vocabulary term on strip of paper on the word wall. Next, the group presenter will share their groups' completed graphic organizer with facts of J.R. Clifford to class. Teacher will lead discussion as students hang posters on wall for all students to view. Groups will be graded by rubric. (Attachment #6)**

2. Students will write all new terms on Vocabulary Foldable (Attachment #3) and will be quizzed on terms at end of unit. Vocabulary foldable will be placed in students' notebooks.

Day 3:

1. Students go to computer lab and research <http://www.jrclifford.org/The%20Pioneer%20Press.htm>. Students will view different articles written by J.R. Clifford in the *Pioneer Press*. (<http://www.jrclifford.org/The%20Pioneer%20Press.htm>) In pairs, students will select one article and summarize. Each pair will complete a Foldable on selected article. (Attachment #8) Students place Foldable in notebook.
2. Teacher will lead class discussion on the diverse society of this time period in American History.
3. Students, in pairs, receive a copy of a current local newspaper. Students will compare/contrast with a Venn diagram (Attachment #9) newspapers of today with the *Pioneer Press*.
4. Teacher draws Venn diagram on board. With student's input, class completes class Venn diagram to place in notebook.

Day 4:

1. Students will view a copy of secondary source on the program of the Niagara Movement.(Attachment #10) If student computers are available, students may access this information at <http://www.nps.gov/archive/hafe/niagara/history.htm>.
2. In groups of three, students will complete document analyzer (Attachment #11) on secondary source.
3. Students share their findings with class.
4. Teacher will lead discussion on how J.R. Clifford and others in the Niagara Movement defended minority rights in early American History.
5. Students place document analyzer in notebooks.

Day 5:

1. Moment in Time Activity

Students reminisce about J.R. Clifford's life and place selective personal thoughts on note cards/index cards.
(Attachment #12)

2. Vocabulary Quiz on terms and definitions from Vocabulary Foldable. (Attachment #3)

Exit Strategies (summarize and analyze new information; evaluate relevance):

- Students will complete the 'L' section of KWL chart by writing what they have learned on a post-it note and place on the chart. Chart will remain on wall for selected period of time for all to view and learn.

Material List (books, maps, markers, chart paper, etc.):

- Poster Paper
- Markers
- Colored Strips of paper for vocabulary word wall
- Computers
- Paper for foldable
- Scissors
- Construction Paper
- Glue
- Note cards (Index Cards)

Resources (primary sources, electronic, non-electronic including guest speakers):

- Primary Source/*Pioneer Press*
- Secondary source of Program from Niagara Movement

Duration of the lesson:

This lesson may be taught as a 5 day unit or a choice of selected days.

File Attachments:

Attachments for Lesson:

- **Attachment 1 – KWL Chart**
- **Attachment 2 – Vocabulary Word Meaning Hand-out**
- **Attachment 3 – Vocabulary Foldable**
- **Attachment 4 – Power Point of J.R. Clifford**
- **Attachment 5 – Group Task Sheet**
- **Attachment 6 – Rubric**
- **Attachment 7 – How to Design a Foldable**
- **Attachment 8 – Venn Diagram**
- **Attachment 9 - Secondary Source/Niagara Movement**
- **Attachment 10 - Document Analyzer**
- **Attachment 11 – Moment In Time Instructions**

Assessments (formative and/or summative):

- **J.R. Clifford Notebook/Daily activities**
Notebook should include:
 - ✓ **Day 1: Power point Notes on J.R. Clifford**
 - ✓ **Day 2: Vocabulary Foldable**
 - ✓ **Day 3: Newspaper Article Foldable**
Venn Diagram
 - ✓ **Day 4: Document Analyzer**
- **Group Task Grade**
- **Rubric for presentation**
- **Vocabulary Quiz**

Additional Notes:

Websites:

- **Information on J.R. Clifford:**
<http://www.jrclifford.org/The%20Pioneer%20Press.htm>
<http://www.jrclifford.org/Clifford%20Timeline.htm>
<http://www.jrclifford.org/index.htm>
- **Website for graphic organizers/rubrics:**
<http://www.teach-nology.com/worksheets/graphic/>

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KNOW

WANT TO KNOW

LEARNED

<u>K</u> NOW	<u>W</u> ANT TO KNOW	<u>L</u> EARNED

Name _____

Date _____

Meeting New Vocabulary

Word	Drawing Or Symbol For Word

Predicted meaning of word: _____

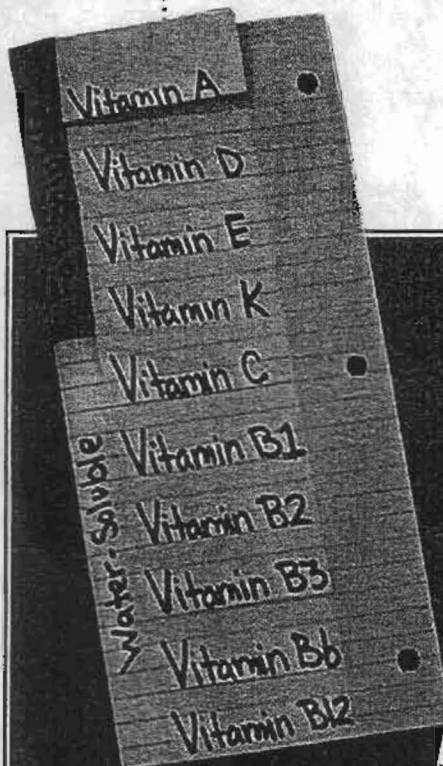
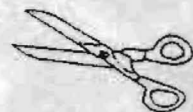
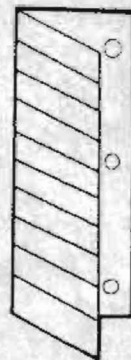
Based on that meaning, use this word in a sentence:

Definition from dictionary: _____

Based on the dictionary's meaning, use this word in a sentence:

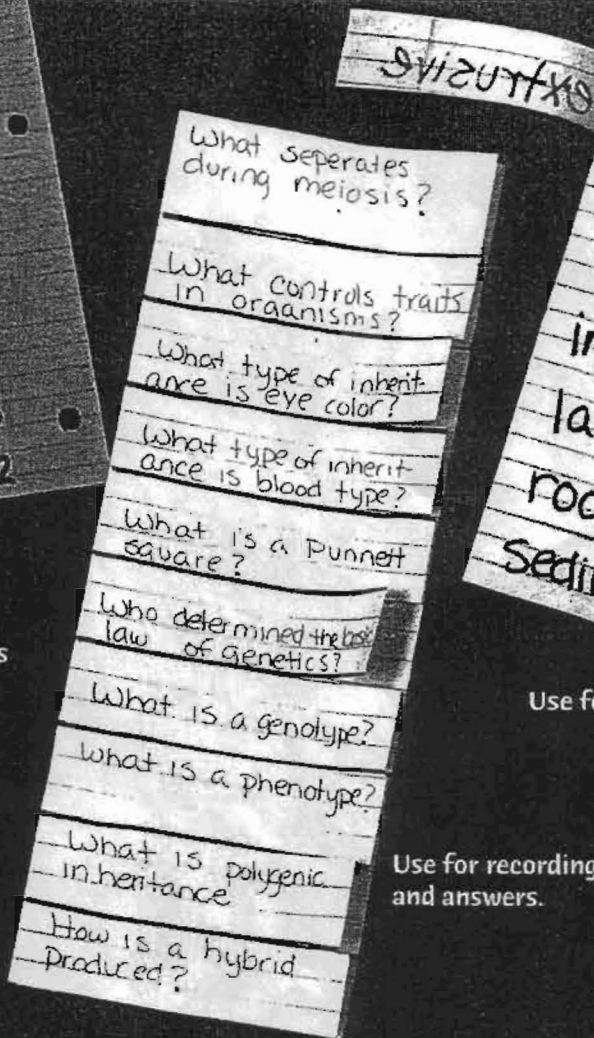
Vocabulary Book

1. Fold a sheet of notebook paper in half like a hotdog.
2. On one side, cut every third line. This usually results in ten tabs.
3. Label the tabs.

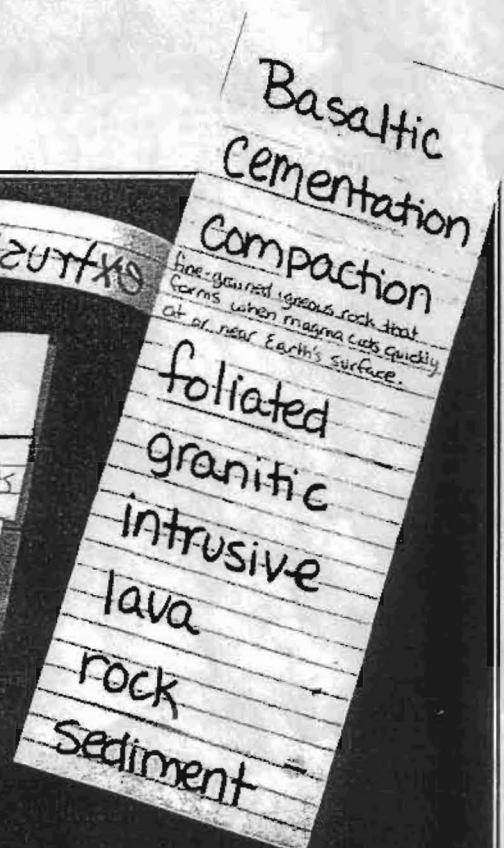


Use to take notes and record data.

Leave the notebook holes uncovered and it can be stored in a notebook.

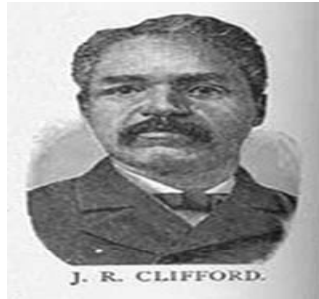


Use for recording student questions and answers.



Use for vocabulary books.

John Robert Clifford (J.R. Clifford)



1848 - 1933

Accomplishments:

- Civil War Veteran
- College Graduate
- Teacher and Principal
- Journalist
- Attorney
- Civil Rights Activist

Civil War Veteran:



- Enlisted in Army at age of 15 (1864)
- Stationed at Camp Nelson in Kentucky

College Graduate:

- Attended Storer College in Harpers Ferry, WV
- Graduated in Class of 1875



ANTHONY MEMORIAL HALL, MAIN BUILDING, STORER COLLEGE,
HARPER'S FERRY, W. VA.

Teacher and Principal:

- Teacher at Sumner School in Martinsburg, WV (1875)
- Later became Principal

Journalist:

- Founder of the longest running newspaper founded by an African American (1887 - 1917)



Attorney:

- West Virginia's first African American Attorney
- Argued 2 cases on segregation:
 - Martin v Board of Education (1896)
 - Williams v Board of Education of Tucker County (1898)

Civil Rights Activist:

- Worked with W.E.B. Dubois
- Organized Niagara Movement (1906)
- Led to establishment of NAACP

References:

- <http://www.campnelson.org/home.htm>
- <http://www.jrclifford.org/>

Group work: Task Sheet

Group Members:

Leader: _____ (Keeps group on task and is responsible for seeing that all tasks are completed)

“Go-For” : _____ (organizes the group physically, goes for materials, asks group questions of the teacher, praises group when on task, returns material, and makes sure chairs are returned to their proper place?)

Recorder: _____ Recorder will take any notes requested by the Leader and the group, be the caretaker of the rubrics, with the help of the group, complete work on vocabulary terms, and complete the assigned rubrics as the group members decide at the conclusion of all activities.

Group Names: _____

Skills

Helping The teacher observed the students offering assistance to each other.	
Listening The teacher observed the students working from each other's ideas	
Participating The teacher observed each student contributing to the project.	
Persuading The teacher observed the students exchanging, defending and rethinking ideas.	
Questioning The teacher observed the students interacting, discussing, and posing questions to all members of the team.	
Respecting The teacher observed the students encouraging and supporting ideas and efforts of others.	
Sharing The teacher observed the students offering ideas and reporting their findings to each other.	

Teacher Comments:



Name: _____

Teacher: _____

Date of Presentation: _____

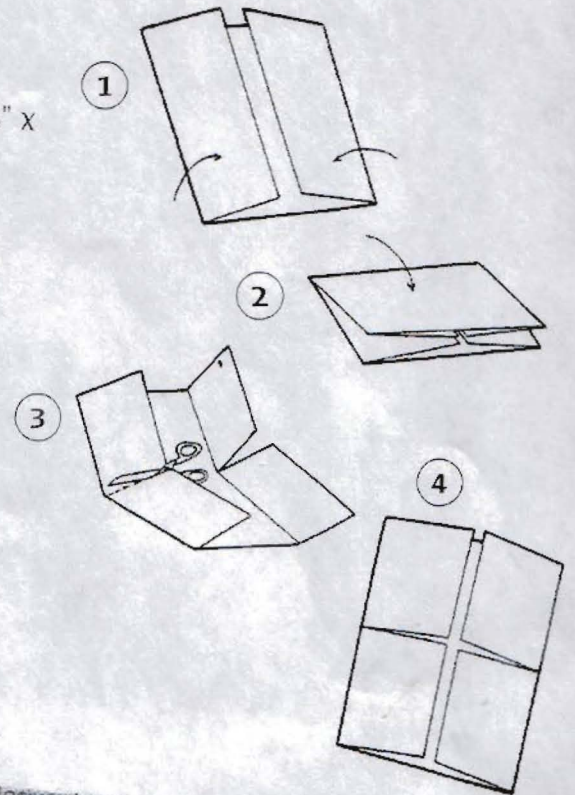
Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	___
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	___
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	___
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	___
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	___
				Total---->	___

Teacher Comments:

Four-Door Book

1. Make a *shutter fold* using 11" x 17" or 12" x 18" paper.
2. Fold the *shutter fold* in half like a *hamburger*. Crease well.
3. Open the project and cut along the two inside *valley folds*.
4. These cuts will form four doors on the inside of the project.



Use this fold for data occurring in fours. When folded in half like a *hamburger*, a finished *four-door book* can be glued inside a large (11" x 17") *shutter fold* as part of a larger project.

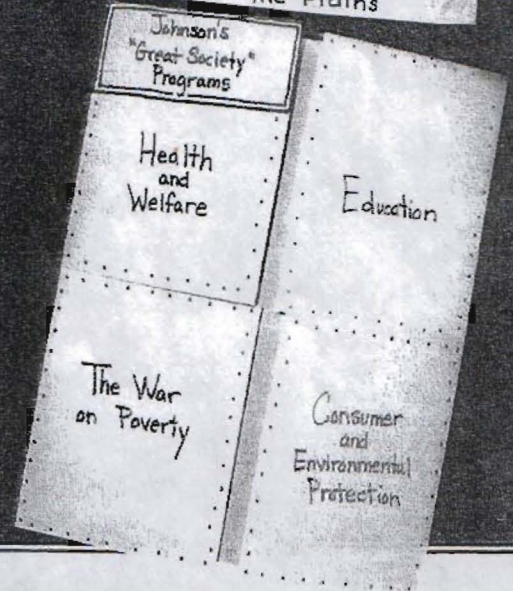
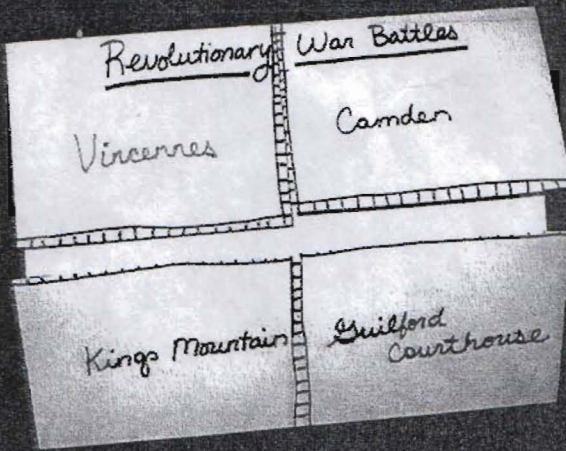
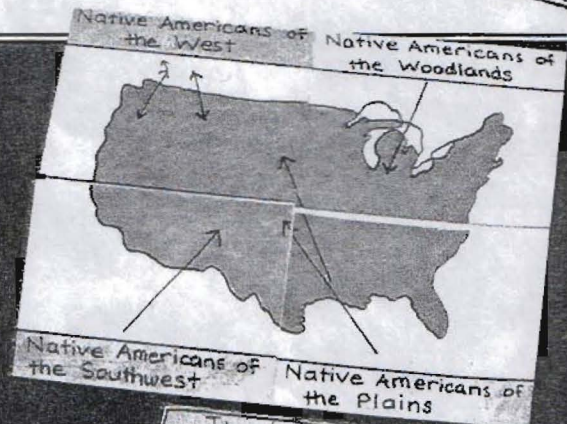


Dr. Martin Luther King Jr.
 King was born in Atlanta, Georgia - the oldest son of a Baptist minister. During his childhood years he became known for his public speaking abilities. At age 15, King led the Montgomery bus boycott for one year and taught non-violent resistance which he credited much to Gandhi's teachings. His Christian upbringing and his Christian speech were major factors in his non-violent approach. He was assassinated in Memphis, King was assassinated.

WHAT:
 Civil Rights and Non-violent Resistance Leader

WHEN:
 1929-1968

WHERE:
 Locations of Civil Rights Demonstrations

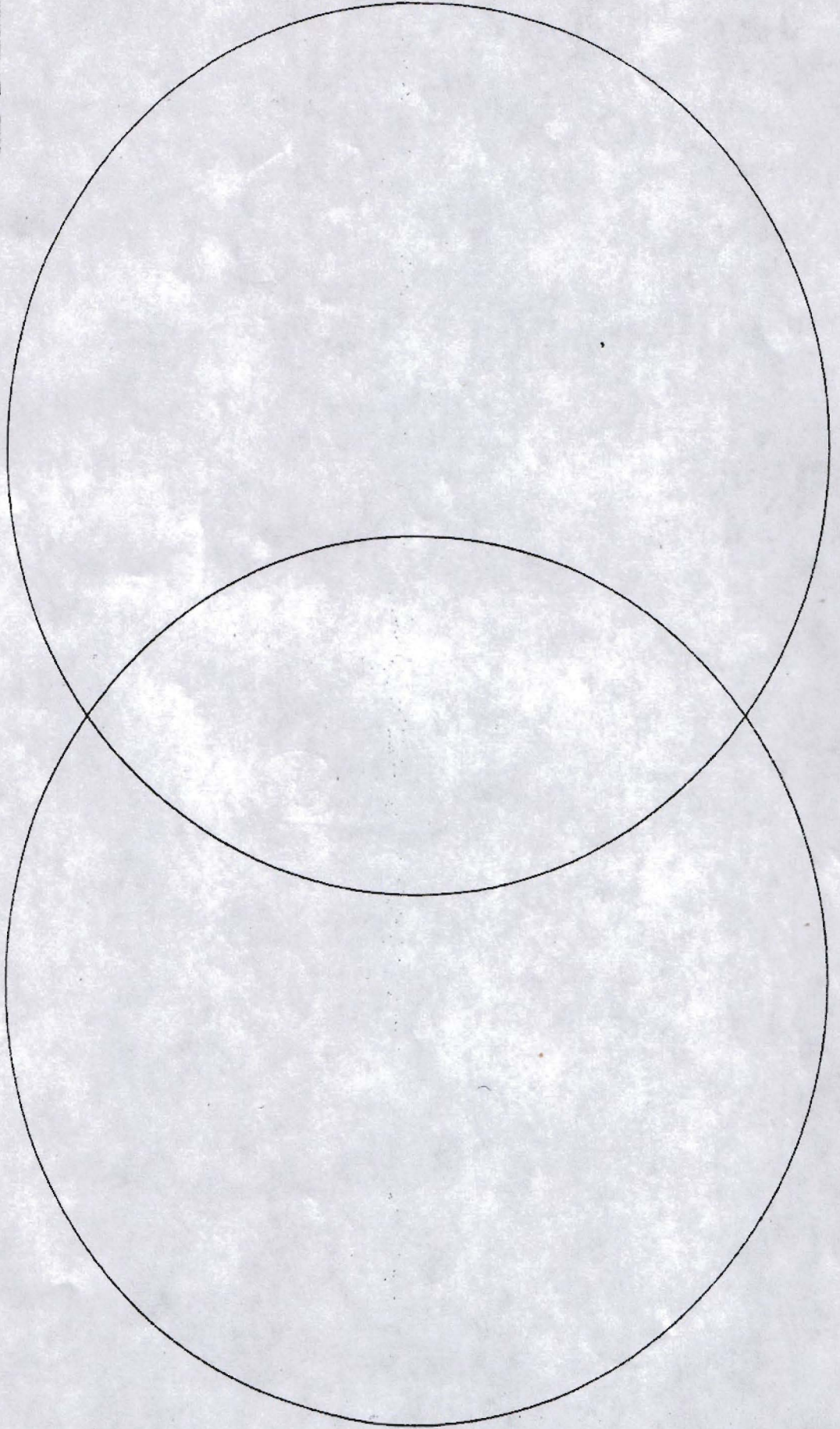


Name: _____

Topic: _____



Venn Diagram



The Cornerstone of the Modern Civil Rights Era: **The Niagara Movement at Harpers Ferry**

At the dawn of the twentieth century, the outlook for full civil rights for African Americans was at a precarious crossroads. Failed Reconstruction, the Supreme Court's separate but equal doctrine (*Plessy v. Ferguson*), coupled with Booker T. Washington's accommodationist policies threatened to compromise any hope for full and equal rights under the law.

Harvard educated William Edward Burghardt Du Bois committed himself to a bolder course, moving well beyond the calculated appeal for limited civil rights. He acted in 1905 by drafting a "Call" to a few select people. The Call had two purposes; "organized determination and aggressive action on the part of men who believed in Negro freedom and growth," and opposition to "present methods of strangling honest criticism."

Du Bois gathered a group of men representing every region of the country except the West. They hoped to meet in Buffalo, New York. When refused accommodation, the members migrated across the border to Canada. Twenty-nine men met at the Erie Beach Hotel in Ontario. The Niagarites adopted a constitution and by-laws, established committees, and wrote the "Declaration of Principles" outlining the future for African Americans. After three days, they returned across the border with a renewed sense of resolve in the struggle for freedom and equality.

Thirteen months later, from August 15-19, 1906, the Niagara Movement held its first public meeting in the United States on the campus of Storer College in Harpers Ferry, West Virginia. Harpers Ferry was symbolic for a number of reasons. First and foremost was the connection to John Brown. It was at Harpers Ferry in 1859 that Brown's raid against slavery struck a blow for freedom. Many felt it was John Brown who fired the first shot of the Civil War. By the latter part of the nineteenth century, John Brown's Fort had become a shrine and a symbol of freedom to African Americans, Union soldiers, and the nation's Abolitionists.

Harpers Ferry was also the home of Storer College. Freewill Baptists

opened Storer in 1867 as a mission school to educate former slaves. For twenty-five years Storer was the only school in West Virginia that offered African Americans an education beyond the primary level.

The Niagarites arrived in Harpers Ferry with passion in their hearts and high hopes that their voices would be heard and action would result. They were now more than fifty strong. Women also attended this historic gathering where, on August 17, 1906,



they were granted full and equal membership to the organization.

The week was filled with many inspirational speeches, meetings, special addresses, and commemorative ceremonies. Max Barber, editor of *The Voice of the Negro* said, "A more suitable place for the meeting of the Niagara Movement than Harpers Ferry would have been hard to find. I must confess that I had never yet felt as I felt in Harpers Ferry."

A highlight for those gathered was John Brown's Day. It was a day devoted to honoring the memory of John Brown. At 6 a.m. a silent pilgrimage began to John Brown's Fort. The members removed their shoes and socks as they tread upon the "hallowed ground" where the fort stood. The assemblage then marched single-file around the fort singing "The Battle Hymn of the Republic" and "John Brown's Body."

The inspirational morning was followed by an equally stirring afternoon. The Niagarites listened to Henrietta Leary Evans, whose brother and nephew fought along side Brown at Harpers Ferry, then Lewis Douglass, son of Frederick Douglass, and finally Reverdy C. Ransom, pastor of the Charles Street African Methodist Episcopal Church in Boston. Ransom's speech on John Brown was described as a "masterpiece." The late black scholar, Dr. Benjamin Quarles, called the address, "...the most stirring single episode in the life of the Niagara Movement."

The conference concluded on Sunday, August 19th, with the reading of "An Address to the Country," penned by W.E.B. Du Bois:

We will not be satisfied to take one jot or tittle less than our full manhood rights. We claim for ourselves every single right that belongs to a freeborn American, political, civil and social; and until we get these rights we will never cease to protest and assail the ears of America. The battle we wage is not for ourselves alone but for all true Americans.

With thunderous applause, the Harpers Ferry conference drew to a close. Years later recalling this conference, Du Bois referred to it as "...one of the greatest meetings that American Negroes ever held."

The Niagara Movement laid the cornerstone of the modern civil rights era. A new movement found a voice. The organization continued until 1911, when almost all of its members became the backbone of the newly formed National Association for the Advancement of Colored People (NAACP). There, the men and women of the Niagara Movement recommitted themselves to the ongoing call for justice and the struggle for equality.

Above: W.E.B. Du Bois (University of Massachusetts - Amherst). Cover: Delegates to the Second Niagara Movement Conference pose in front of Anthony Hall on the Storer College campus on August 17, 1906 (Harpers Ferry National Historical Park).



Left: Niagara Movement leaders W.E.B. Du Bois (seated), and (left to right) J.R. Clifford, L.M. Hershaw, and F.H.M. Murray at Harpers Ferry.

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

Newspaper	Map	Advertisement
Letter	Telegram	Congressional Record
Patent	Press Release	Census Report
Memorandum	Report	Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

Interesting Letterhead	Notations	Handwritten
"RECEIVED" stamp	Other	Typed
Seals		

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

Moment in Time Activity
Instructions for students:

You are to choose one Moment in Time in the life of J. R. Clifford in which you would like to be an observer. You will be able to see, hear, and feel the moment but you cannot interact with anyone or anything and you cannot change anything.

When you return to the present what would you share with your peers?

Using 3 note cards (index cards), prepare to place your Moment on the timeline. Instructions for each note card are as follows:

- On the top card clearly write your Moment in time with the date.**
- On the middle card, draw and color a picture to represent a photograph you would have taken at the Moment.**
- On the bottom card, write a summary of the Moment.**

Paste the 3 note cards on poster paper and place on appropriate time frame on time line in classroom.