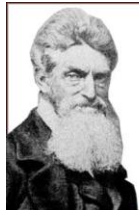


Name _____

Date _____



His Soul Goes Marching On

The Life and Legacy of *John Brown*

A lesson from West Virginia Archives and History www.wvculture.org/history

Subject	Date	Period(s)
<i>An Act Worthy of Reward</i>		
Materials Needed		
<p>1. <i>An Act Worthy of Reward</i> worksheet</p> <p>2. Additional information can be found on the West Virginia Archives and History online exhibit entitled <i>His Soul Goes Marching On: The Life and Legacy of John Brown</i> at http://www.wvculture.org/history/jbexhibit/jbtoc.html.</p>		
Content Standards		
<u>West Virginia Studies</u>		
<p><u>SS.O.8.05.07</u> research and construct the sequence of events and cite reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state.</p> <p><u>SS.O.8.05.08</u> interpret facts about West Virginia and other areas from various types of charts, graphs, pictures, models, timelines and primary sources and summarize what you have learned.</p> <p><u>SS.O.8.05.13</u> access the moral, ethical, legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</p> <p><u>SS.O.8.05.15</u> point out and locate places of historical importance in West Virginia that can be visited by tourists.</p>		
<u>United States Studies to 1900</u>		
<p><u>SS.O.10.05.15</u> research the institution of slavery and its effects on the political, economic and social development of the United States and summarize their findings.</p> <p><u>SS.O.10.05.16</u> compare and contrast the political, economic and social conditions in the United States before the Civil War.</p> <p><u>SS.O.10.05.17</u> analyze and sequence the causes and effects of the major events of the Civil War and Reconstruction</p> <p><u>SS.O.10.05.22</u> research, analyze and interpret primary sources and compare contemporary media to better understand events and life in the United States to 1900.</p>		
Objectives		
<p>Students will interpret primary source documents.</p> <p>Students will analyze the words and writing of John Brown.</p> <p>Students will identify and describe the events related to John Brown's Raid.</p>		
Time		
30 minutes		
Essential Questions		
What did John Brown have to say about his raid on Harpers Ferry and his sentence of death?		
Anticipatory Activities		
Ask the students to describe what a martyr is and to give examples of martyrs.		

Review and discuss the answers that the students have provided.

Procedures

1. Distribute the *An Act of Worthy Reward* worksheet and have students complete the answers to the questions. This exercise could also be conducted in small groups of students.
2. Walk around the room while the students are answering the questions to provide help and support.
3. Review and discuss the answers with the students.

For more information visit *His Soul Goes Marching On: The Life and Legacy of John Brown* an online exhibit produced by West Virginia Archives and History at <http://www.wvculture.org/history/jbexhibit/jbtoc.html>

Assessments

Performance Tasks

Anticipatory activities

Worksheets could be collected or made part of a notebook.

Final Assessments

Questions referring to John Browns comments and writings could be incorporated into a test or essay questions.



His Soul Goes Marching On The Life and Legacy of *John Brown*

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Name _____ Date _____ Period _____

An Act Worthy of Reward

Instructions:

Read the following John Brown passages and answer the questions that follow.

John Brown's Speech to the Court at Charles Town, Virginia. November 2, 1859

Following his conviction for treason against the Commonwealth of Virginia, inciting slaves to rebel, and the murders of George Turner, Fontaine Beckham, Thomas Boerly, Heyward Shepherd, and Luke Quinn, John Brown was given the opportunity to respond. Below is the court transcription of his response.

I have, may it please the Court, a few words to say. In the first place, I deny everything but what I have all along admitted, of a design on my part to free slaves. I intended certainly to have made a clean thing of that matter, as I did last winter when I went into Missouri, and there took slaves without the snapping of a gun on either side, moving them through the country, and finally leaving them in Canada. I designed to have done the same thing again on a larger scale. That was all I intended to do. I never did intend murder or treason, or the destruction of property, or to excite or incite slaves to rebellion, or to make insurrection. I have another objection, and that is that it is unjust that I should suffer such a penalty. Had I interfered in the manner, which I admit, and which I admit has been fairly proved --for I admire the truthfulness and candor of the greater portion of the witnesses who have testified in this case--had I so interfered in behalf of the rich, the powerful, the intelligent, the so-called great, or in behalf of any of their friends, either father, mother, brother, sister, wife, or children, or any of that class, and suffered and sacrificed what I have in this interference, it would have been all right, and every man in this court would have deemed it an act worthy of reward rather than punishment. This court acknowledges, too, as I suppose, the validity of the law of God. I see a book kissed, which I suppose to be the Bible, or at least the New Testament, which teaches me that all things whatsoever I would that men should do to me, I should do even so to them. It teaches me further to remember them that are in bonds, as bound with them. I endeavored to act up to that instruction. I say I am yet too young to understand that God is any respecter of persons. I believe that to have interfered as I have done, as I have always freely admitted I have done in behalf of His despised poor, is no wrong, but right. Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say let it be done.

Let me say one word further. I feel entirely satisfied with the treatment I have received on my trial [sic]. Considering all the circumstances, it has been more generous than I expected. But I feel no consciousness of guilt. I have stated from the first what was my intention, and what was not. I never had any design against the liberty of any person, nor any disposition to commit treason or excite slaves to rebel or make any general insurrection. I never encouraged any man to do so, but always discouraged any idea of that

4. John Brown uses religious arguments to support his actions in the speech. What are the ideas that he uses? Why would he pick these examples?

5. What did John Brown say when he responded to his sentence of death?

6. What did John Brown say about the other people who took part in the raid?

Letter to T. B. Musgrave

7. Beginning with his speech at the court and following, John Brown wholeheartedly accepted the role as a martyr for the abolitionist cause. What statements in his letter to T. B. Musgrave illustrate that?

Final Words

8. In his final words John Brown laments his previous views. What is it that he laments?

9. What historic event does John Brown foreshadow in his last statement?

10. While abolitionists praised John Brown's martyrdom, slave owners applauded his death. What evidence would slave owners use to argue that he was not a martyr, but a criminal?