

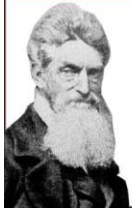
His Soul Goes Marching On

The Life and Legacy of *John Brown*

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

Subject	Date	Period(s)
<i>Harpers Ferry Letters</i>		
Materials Needed		
<p>1. <i>Harpers Ferry Letters</i> worksheet</p> <p>2. Internet access to <i>His Soul Goes Marching On: The Life and Legacy of John Brown</i> an online exhibit from West Virginia Archives and History at http://www.wvculture.org/history/jbexhibit/jbtoc.html.</p>		
Content Standards		
<p><u>West Virginia Studies</u></p> <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> <p><u>United States Studies to 1900</u></p> <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> <p><u>21C.S.9-12.1</u> The student will access, analyze, manage, integrate, evaluate, and create information in a variety of formats using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.</p> <p><u>21C.S.9-12.2</u> The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</p> <p><u>21C.S.9-12.3</u> The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</p>		

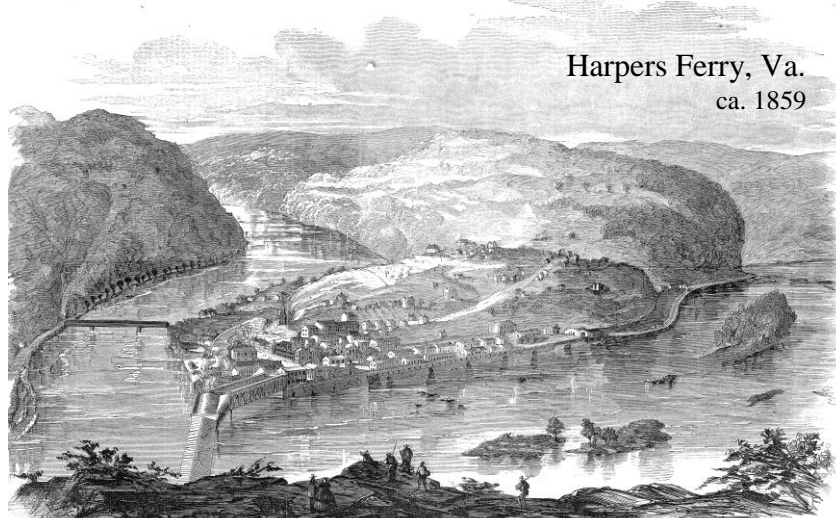
Objectives
Students will interpret primary and secondary source documents. Students will analyze reports related to John Brown's Raid. Students will identify and describe events related to John Brown's Raid.
Time
90 minutes
Essential Questions
How do different people respond to the same historical event?
Anticipatory Activities
<ol style="list-style-type: none"> 1. In a paragraph or two explain how information is spread in their lives. Review their answers. 2. After the discussion ask them if it is possible to have different views of an historic event. If they disagree, an example to show them that there are many views is a football game.
Procedures
<ol style="list-style-type: none"> 1. After the Anticipatory Activity, distribute copies of the <i>Harpers Ferry Letters</i> worksheet and have students navigate to <i>His Soul Goes Marching On: The Life and Legacy of John Brown</i> an online exhibit produced by West Virginia Archives and History at http://www.wvculture.org/history/jbexhibit/jbtoc.html and complete their letters. (note: to limit the time have students pick one of the letters to complete). 2. Ask students to read their letters to the class. 3. If used as a class project student could antique their letters and mount them for further display.
Assessments
<p><u>Performance Tasks</u></p> <p>Completion of the letters Participation in the discussion If used as a part of a larger project, a rubric could be used to grade the project.</p> <p><u>Final Assessments</u></p> <p>Question on a test could reflect the different perspectives of John Brown's Raid. An essay question could ask students to provide the various perspectives that developed because of John Brown's raid.</p>



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Name _____ Date _____ Period _____



From *Frank Leslie's Illustrated Newspaper*, November 19, 1859

Harpers Ferry Letters

Instructions:

John Brown's Raid was a great surprise to people around the country. Instead of sending a text message or an email, people sent letters to their friends and families. In this exercise you will read information about John Brown's Raid, the trial that followed and the execution of John Brown and his fellow raiders. Your task is to write three letters from different perspectives of people who were alive when the raid took place.

Letter 1 – A resident of Harpers Ferry

Go to *His Soul Goes Marching On: The Life and Legacy of John Brown* online exhibit on the West Virginia Archives and History website at <http://www.wvculture.org/history/jbexhibit/jbtoc.html> and click the link to Chapter 10 *The Raid*. Use the information in this chapter to write a letter to your best friend about the things that were happening at Harpers Ferry.

Letter 2 – An abolitionist from Massachusetts

Go to *His Soul Goes Marching On: The Life and Legacy of John Brown* online exhibit on the West Virginia Archives and History website at <http://www.wvculture.org/history/jbexhibit/jbtoc.html> and click the link to Chapters 10 – 12. Use the information to write a letter to a friend that talks about the actions of John Brown at Harpers Ferry.

Letter 3 – An African American soldier serving in the Union Army during the Civil War.

Go to *His Soul Goes Marching On: The Life and Legacy of John Brown* online exhibit on the West Virginia Archives and History website at <http://www.wvculture.org/history/jbexhibit/jbtoc.html> and click the link to Chapters 10 – 14. Use the information to write a letter to a family member about your trip through Harpers Ferry to see John Brown's Fort and his contribution to ending of slavery.