

Lesson Four: Biography -Grade 8th - 11th

George DeBaptiste- A Michigan Freedom Fighter

Outcomes/Objectives of the Lesson

Students will be able to:

- Identify and describe George DeBaptiste and his contributions to the Michigan UGRR
- Analyze DeBaptiste's role in the Detroit UGRR
- Compare DeBaptiste with other noted abolitionists
- Construct a website or film a brief youtube infomercial arguing for George DeBaptiste's Detroit home to become a national historic site.

Materials needed

- Internet access
- Webquest
 - list of website resources
 - list of questions about George DeBaptiste
- Poster paper and markers
- Post it notes
- Cameras and/or Internet access to create a website.

Multiple Intelligences/Learning Styles Addressed

- Learning Styles: Visual, Auditory, Kinesthetic, Cooperative, or Individual
- Multiple Intelligences: Interpersonal, Intrapersonal, Linguistic,

Assessments:

- Daily warm up, exit slip
- Participation
- Webquest
- Final product (either website or video)

Introduction Activity

- List as many famous abolitionists as you can.
- Have students share out. Teacher should keep a record of the answers on the board.
- Give a short explanation of what we will be learning and what the expectations are for the next hour.

Procedures

1. Introduction: Do now/Daily warm up and share out

2. Introduce webquest
 - a. Students will have 30 minutes and a list of websites to find pointed information about who George DeBaptiste was, when he lived, and what he did for the abolitionist cause.
 - b. Each student will also have one post it note to fill out for when they find an interesting or surprising fact about George DeBaptiste--they can fill it out at their desk, and then stick it up on the posterboard titled "George DeBaptiste" on the wall.
3. Explain the what the National Historic Registry is and why it's important.
 - a. Ask students if they believe George DeBaptiste should be on it
4. Introduce project
 - a. Students will have 2 days in class to work on either a youtube infomercial or a website to send to the National Historic Registry to convince them that George DeBaptiste's home deserves a marker.
 - i. Students will be graded on creativity, accuracy of information, grammar/mechanics, visual and aesthetic appeal, and use of technology
 - b. Students may work in pairs or groups of 3.

Conclusion Activity

- Discussion: Do you think there are other men and women out there that helped in the UGRR without being recognized? Why or why not?

Exit Slip

- Write on an index card the names of people in your group, and if you are choosing to do an infomercial or website. Turn it in as you leave the room.