**Lesson Plan #13 for *Genius of Freedom*: Henry Highland Garnet & “A Copperhead Victory” by Charlene Weigel**

**Grade Level:** Middle or high school

**Topics:** Henry Highland Garnet, Reconstruction, Abolition movements, Black conventions

**Pennsylvania History Standards:** 8.1.6 B, 8.1.9 B, 8.3.9 A, 8.3.9 B, 8.3.9 D

**Pennsylvania Core Standards:** 8.5.6-8 A, 8.5.9-10 A, 8.5.11-12 A, 8.5.6-8 B, 8.5.9-10 B, 8.5.11-12 B, 8.5.6-8 C, 8.5.9-10 C, 8.5.11-12 C, 8.5.6-8 D, 8.5.9-10 D, 8.5.11-12 D

***African American History,* Prentice Hall textbook:** page 287

**Overview**: Pennsylvania high school students studying the Civil War readily grasp a highly summarized narrative of Union and Confederate interests, but they have tendency toward over-simplifying along the geographic lines of “North” and “South.” Also, although familiar with black activists such as Frederick Douglass, they may view the movements for abolition, suffrage and civil rights as led by Northern whites, not realizing that a broader black community was vibrantly, and bravely, taking ownership. By thinking critically about the primary source “A Copperhead Victory” (*The Liberator*, October 21, 1864), students gain a deeper understanding of the broad mix of views and opinions in the North, and the resultant uncertainty of outcomes at the time. Students will examine and analyze the article in context of the major historical events and political movements to understand the deep and divisive political and racial forces at work in the North. Students will also compare the forms that activism, and reaction to that activism, took in the 1860s and today.

**Materials:**

Image of Henry Highland Garnet [HHG photo](http://upload.wikimedia.org/wikipedia/commons/thumb/0/02/Motto_henry_highland_garnet_original.jpg/220px-Motto_henry_highland_garnet_original.jpg)

From the Exhibit: “A Copperhead Victory,” *The Liberator,* October 21, 1864.

Smartboard/Overhead projector

“A Copperhead Victory” *Primary Source Analysis Worksheet*

Teacher Background:

* Additional context on the Copperheads and their motivations/objectives

Weber, Jennifer L. "Lincoln's Critics: The Copperheads." *Journal of the Abraham Lincoln Association* 32.1 (2011): 33-47. *Journal of the Abraham Lincoln Association*. Web. 24 Mar. 2015. <http://hdl.handle.net/2027/spo.2629860.0032.105>.

* Full text of article excerpted in Primary Source Article Analysis Sheet (copy of article attached to lesson plan): Fantz, Ashely. "Array of world leaders joins 3.7 million in France to defy terrorism." *CNN* 12 Jan. 2015: n. pag. *CNN*. Web. 24 Mar. 2015.   
  <http://www.cnn.com/2015/01/11/world/charlie-hebdo-paris-march/>
* Background on Northern broader dissent to Union during Civil War and further information on Peace Democrats and Copperheads:

Rooney, Rachel, and Margaret Storey. "Treason or Loyal Opposition? The Copperheads and Dissent during the Civil War." *Digital Collections for the Classroom*. The Newberry, 3 May 2014. Web. 24 Mar. 2015. <http://dcc.newberry.org/collections/copperheads-and-dissent-during-the-civil-war>.

**Procedure:**

1. Project image of Henry Highland Garnet and explain that, though born into slavery, he became a well-known abolitionist, orator, and clergyman. In 1843 he gave a speech entitled, “A Call to Rebellion,” that called for enslaved people to rise up, even violently, against their masters. This led to his being viewed as a radical, even by other abolitionists. Also indicate that Colored Conventions had been taking place since 1830 when the first one was held in Philadelphia at Mother Bethel Church and organized by pastor Richard Allen.

2. Distribute copies of the article to students. Pair them up to complete the *Primary Source Analysis* worksheet (teacher answer key also provided).

3. Using a transparency or Smartboard image, have student groups share their answers and correct any misconceptions or mistakes. An answer key is provided to help guide this discussion.

4. Extensions –

## Broader analysis of the Peace Democrat/Copperhead agenda, exploring the broad variations within opposition to the Republican Party policy (primary source: Letter from Gideon Allen to Annie Cox) <http://dcc.newberry.org/collections/copperheads-and-dissent-during-the-civil-war>

* Image analysis from the National Convention of Colored Men (primary source: <http://blackhistory.harpweek.com/7Illustrations/Reconstruction/NatColoredConvBI.htm>)