**Lesson Plan #2 for the Genius of Freedom: Heroes of the Colored Race by Terry Ann Wildman**

**Grade Level:** Upper elementary or middle school

**Topics:** African American leaders

**Pennsylvania History Standards:** 8.1.6 B, 8.2.9 A, 8.3.9 A

**Pennsylvania Core Standards:** 8.5.6-8 A

***African American History,* Prentice Hall textbook:** N/A

**Overview:** What is a hero? What defines a hero in one’s culture may be different throughout time and place. Getting our students to think about what constitutes a hero yesterday and today is the focus of this lesson. In the lithograph *Heroes of the Colored Race* there are three main figures and eight smaller ones. Students will explore who these figures are, why they were placed on the picture in this way, and the background images of life in America in the 1800s. Students will brainstorm and choose heroes of the African American people today and design a similar poster.

**Materials**:

*Heroes of the Colored Race*, Philadelphia, 1881.

Biography cards of the 11 figures in the image (attached, to be printed out double-sided)

Smartboard, whiteboard, or blackboard

Computer access for students

Poster board

Chart Paper

Markers

Colored pencils

**Procedure:**

1. Introduce the lesson with images of modern superheroes. Ask students to discuss why these figures are heroes. Decide on a working definition of a hero. Note these qualities on chart paper and display throughout the lesson.

2. Present the image *Heroes of the Colored Race* on the board. Ask what historic figures students recognize and begin to list those on the board. Add the remaining people to the list.

3. Divide students into small groups. Since there are 11 historic figures, students can be work in pairs or groups of three. For younger students, distribute biography cards of each person and ask students to read the bios and answer the following questions:

1. What was this person famous for?
2. Which qualities listed on the chart do you think this person may have had in order to accomplish the things they did in their lifetime?
3. C. Do you think this person was a hero – why or why not?
4. (Older students could research these historic figures and then continue with this part of the lesson.)

4. Students will share out their information on each figure. The class will discuss why they were placed on *Heroes of the Colored Race.* Ask students if there were any people from this time period that they would have added to the picture (for example, where are the women?).

5. Look again at the pictures of life in the 1800s. Ask students to describe each picture and think about why the scene was chosen for this picture. The pictures include a scene of slaves working in the cotton fields, a scene showing celebration of the Emancipation Proclamation, a scene of the Colored Troops during the Civil War, and a scene showing African Americans learning in a classroom. Ask students to think about pictures that they would include on a picture current day heroes. Note ideas on chart paper.

6. In small groups, students will choose up to five people living today who they would choose to design a hero’s poster. They will choose four scenes that represent important events in our time period. Using poster board, markers or colored pencils, each group will create a poster.

7. As an alternative, students can create their own picture using images and scenes from the computer.