

Crafting Freedom: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South  
NEH Landmarks of American History and Culture Workshop, Session II (July 12-17, 2012)  
Dr. Vinetta Bell, Research Associate, Division of Data, Research and Federal Policy, NCDPI

**North Carolina Department of Public Instruction  
Office of the State Superintendent  
Division of Data, Research and Federal Policy**

# **Crafting Freedom:**

**Black Artisans, Entrepreneurs, and Abolitionists of  
the Antebellum Upper South**

**Instructional Resource**

**Dr. Vinetta Bell, March 2014**

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Dr. Vinetta Bell  
Research Associate  
Division of Data, Research and Federal Policy  
Office of the State Superintendent  
North Carolina Department of Public Instruction

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## **Introduction**

The National Endowment for the Humanities (NEH) invites teachers on the K-12, community college, and college-university levels to participate in summer educational programs that are conducted nationally (USA) and internationally (abroad). The application process begins with the interested teacher's perusal of workshop offerings and locations, including the time commitment, which is conveniently targeted for the summer break in June and July during which most teachers are not committed to classroom instruction. Attendance during these summer programs yields documentation for Continuing Education Units (CEUs), which serve as support for renewal of teacher licensing, and funding that includes an honorarium, housing, most meals, travel to the learning locations while onsite at these workshops, and allowable expense reimbursement.

NEH Landmarks of American History and Culture Workshops are conducted onsite where significant historical and/or cultural events are still evident and relevant to instructional and learning activities. The Landmarks workshops, therefore, contribute informed meaning and an authentic experience for those teachers whose curriculum and lives can be enriched by that firsthand experience. These workshop experiences are particularly relevant to the Common Core State Standards (CCSS) and their impending national assessments, to be administered in 2014 by two consortia that are funded by the United States Department of Education (USED): Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) (the consortium to which North Carolina belongs).

My selection of this particular NEH Landmarks workshop, *Crafting Freedom: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South*, was influenced by the proximity of its location to Raleigh (my home and work location) in the Durham-Chapel Hill-Research Triangle Park

area in North Carolina and its duration of less than the two to four weeks that characterize many of the other interesting NEH workshops. However, the deciding factor for me was the opportunity to learn more about racial minorities and their other racial contemporaries who contributed to the rich history of nuanced racial, domestic, work, and political relationships and experiences in the south during the 19<sup>th</sup> century. I also noted this workshop's applicability to nonfiction and informational texts that are relevant to the CCSS and AP English and history courses (e.g., AP U.S. History and high school social studies, such as Civics) and exams. Additional information is contained in the application essay which follows this introduction.

**Application Essay (Vinetta Bell) [originally printed as the one-page requirement]**

Crafting Freedom [NEH Landmarks Workshop]:

Black Artisans, Entrepreneurs and Abolitionists of the Antebellum Upper South

Two recent events continue to stir my imagination and to encourage me personally and professionally. One is the election of the first African-American President of the United States. The other is the commercial that projects a Hispanic President of the USA in future years. Now, I would like to see that projection extended to the first of many female Presidents of the USA before I die. Religious diversity would also be nice and fair.

These possibilities are realities because of the experiences and contributions of people such as Thomas Day and John Hope Franklin. I associate the name of Thomas Day with accomplished craftsmanship involving furniture and his race and the name of John Hope Franklin with stellar scholarship and personal dignity; however, I have limited knowledge of Thomas Day's full contributions

as a human being to crafts and to this country. This NEH Landmarks workshop could enlighten me about Thomas Day and others and their roles in American society.

The Thomas Day Education Project, not just this Landmarks workshop, has much to offer to teachers nationwide as we implement the Common Core State Standards (CCSS) in English Language Arts and Literacy. The literacy component requires K-12/CCR English teachers to become proficient in the knowledge and use of history, social studies, science, math, and technical subjects as a means of providing progressive complexity in the study and application of informational texts and literature. Literacy, not simply repeating stereotypes or superficial information, could be further enhanced through this study of Black artisans, entrepreneurs, and abolitionists of the Antebellum upper south. That knowledge can also extend to the diversity of people who collaborated with them.

I would like to offer online resources for K-12/CCR English and history teachers in North Carolina via my position at the state education agency that oversees traditional public and charter schools (the North Carolina Department of Public Instruction, also known as NCDPI or DPI). I also see application to my work as a College Board Consultant for AP English Language and Composition, with its focus upon nonfiction and argumentation (including the multiple sources synthesis course component and exam essay), and Pre-AP Topics in English (the middle school-high school teachers alignment initiative). I could offer a researched-based global perspective during our discussions and other activities and receive increased awareness and strategies from my colleagues in this workshop. This workshop also permits me to continue learning, which my recent NBCT renewal expects of me.

## **Instructional Resource Proposal**

My proposal for this instructional resource is located in the final paragraph of my application essay, as included in the previous section of this document. In summary, I am offering in this instructional resource a conceptual overview of educational delivery in North Carolina, which also parallels that which is offered in many, if not most, states in the USA, as that educational delivery system incorporates nonfiction and informational texts, such as provided during this Crafting Freedom NEH Landmarks Workshop. Texts traditionally referred to as literature (e.g., fiction) are also included in this instructional resource. The onsite visits to historical places and the guest presenters (scholars and re-enactors) are treated as “texts,” given that the expanded definition of texts in recent years now includes print, visual, and digital sources of information and the reading, writing, speaking, listening, and viewing strands of communication.

The goal is to expose users of this instructional resource to the content and people informing this Crafting Freedom workshop for use with their students in the classroom and for the teachers’ professional development. The educational objectives include relating the texts supplied through this experience (1) to the Common Core State Standards (CCSS) in English Language Arts and the required proficiency in history/social studies, science, and technical subjects and (2) to the nonfiction reading focus and writing requirements (including the Free Response Questions of the AP examinations) of the College Board’s Advanced Placement (AP) examinations in AP English Language and Composition and the literature focus of AP English Literature and Composition. These texts are also relevant to the IB Programme in English, especially the research and writing components of the IB Extended Essay.

## **Instructional Plan**

### **Overview of Educational Delivery System in North Carolina**

Current educational systems typically include these components: standards, curriculum, resources, instructional delivery, learning activities, and assessment. Within each of these components are many subsets of factors that influence each component and the overall educational delivery system.

As a means of detailing and simplifying this instructional plan, Appendix A: Overview of Educational Delivery System in North Carolina, outlines the components of the typical educational delivery system, with resources included within the body of the appendix rather than as a separate header. The References section of this instructional resource also includes resources. Following this narrative overview is a brief description of the components and some of their subset of factors that define the educational delivery system, especially as that system is implemented in the state of North Carolina.

This discussion is not meant to be a comprehensive presentation of the educational delivery system in North Carolina. It is more overview than summary or detailed explanation of how the Crafting Freedom workshop fits within the educational system in North Carolina, especially as applicable to CCSS and AP.

## **Standards**

Educational standards are the gauge by which knowledge, skills, and dispositions are identified, classified, imparted, and assessed. Standards in some form have always guided instruction. However, the systematic process of using standards could be described as a modern practice. From the 20<sup>th</sup> century until now, standards have been the foundation for curriculum and instruction, thus have

influenced broadening assessment of teaching and learning. As the 20<sup>th</sup> century concluded, educators began to plan for knowledge, skills, and dispositions that students, workers, and teachers would need in the 21<sup>st</sup> century. Identification of that knowledge and those skills and dispositions was then incorporated into 21<sup>st</sup> century standards. The Common Core State Standards (CCSS) is one of the primary outcomes of the 21<sup>st</sup> century focus on standards.

In 2010, 46 states adopted the Common Core State Standards (CCSS) in K-12/ English Language Arts and Literacy in History/Social Studies, Science, & Technical Studies/ College Career Readiness (CCR) and mathematics. States were given the option of adopting these standards in total as their state standards in English Language Arts and math or to adopt these standards, plus up to 15 percent of their own state standards to be combined with the CCSS in English Language Arts and Literacies and math. Any assessment of that added 15 percent would be the responsibility of the adopting states.

North Carolina chose to adopt the CCSS in K-12 English Language Arts and Literacies in History/Social Studies, Science, & Technical Studies and K-12 math without adding any other state standards as the official standards of this state. However, simultaneously, North Carolina also chose to continue its writing and adoption of essential standards in all subjects based on Revised Bloom's Taxonomy. The North Carolina Essential Standards (NCES) are complements, not competitors, of the Common Core State Standards. The Common Core State Standards and the North Carolina Essential Standards are located within the North Carolina Standard Course of Study (NCSCS), which guides the curriculum for North Carolina's public schools. These standards can be accessed online:

- **Common Core State Standards (CCSS)**      [www.corestandards.org](http://www.corestandards.org)
- **North Carolina Essential Standards (NCES)**      [www.ncpublicschools.org/curriculum](http://www.ncpublicschools.org/curriculum)

**NOTE:** In addition to the Common Core State Standards (CCSS), the North Carolina Essential Standards (NCES), and the local, state, national, and international standards in English Language Arts, these organizations provide standards for social studies/history for teachers and students on the secondary level:

- **National Center for History in the Schools. United States History Content Standards for Grades 5-12.**  
[www.nchs.ucla.edu/Standards/us-history-content-standards](http://www.nchs.ucla.edu/Standards/us-history-content-standards)
- **National Council for the Social Studies (NCSS). College, Career, and Civic Life (C3) Framework for Social Studies State Standards.** [www.socialstudies.org/c3](http://www.socialstudies.org/c3)
- **National Council for the Social Studies (NCSS). National Curriculum Standards for Social Studies.**

[www.socialstudies.org/standards](http://www.socialstudies.org/standards)

#### **Curriculum (North Carolina Standard Course of Study)**

The curriculum in the North Carolina Standard Course of Study follows the standards for each subject. The curricular content for the Crafting Freedom NEH Landmarks of American History and Culture Workshop is directly applicable to courses in English Language Arts and history (e.g., AP U.S. History, Civics, and American History), with other subjects (e.g., math and science) serving as supplemental content for the literacies required in the Common Core State Standards in English Language Arts and the elaboration and enrichment required in the North Carolina Essential Standards.

Curricular resources include but are not limited to the following types:

**(1) *Informational Texts and Nonfiction:***

The Common Core State Standards (CCSS) require a progressive K-12 focus upon increasingly complex texts and informational texts in English Language Arts. Texts other than informational texts are included but are not as dominant in the CCSS standards as has been the tradition for K-12 English Language Arts. Resources for the Crafting Freedom workshop offer both text complexity and informational texts, especially when informational texts are defined with nonfiction texts as a critical

component. Informational texts could include any text (printed, audio, visual, or digital) that conveys facts and figures, information and explanations, anything that is not the traditional imagined texts, which are traditionally termed literature (e.g., novels, short stories, drama, and poetry), to the user of that text. Nonfiction texts focus upon a genre of communication that stresses representations that are factual and often documented by internal and/or external citations. The CCSS required text types and the resources in the Crafting Freedom curriculum complement each other.

Some of the types of resources that qualify as informational texts and nonfiction from the Crafting Freedom workshop that complement the texts expected by the Common Core State Standards and the North Carolina Essential Standards are listed below:

- *Slave Narratives*
- *Autobiographies*
- *Biographies*
- *Diaries and Journals*
- *Letters*
- *Speeches (especially speeches by abolitionists)*
- *Sermons*
- *Newspaper Articles*
- *Slave Bills of Sale*
- *Run-away Slave Escape Notices*
- *Meeting Announcements*

- *Employment Notices (e.g., a freed person’s notice of availability of self for employment or a slave holder’s notice of availability of a slave for outside employment)*
- *Sales Ads (e.g., furniture, crafts, and other items)*

**(2) Literature (other than informational texts and nonfiction)**

Literature (commonly referred to as any genre other than informational texts and nonfiction) can be classified as that written by the slave or freed person as well as that written for or about the slave or freed person, including descriptions and supports of or arguments against the institution of slavery and its geographic, socio-economic-political environs.

Some of the types of resources that qualify as literature from African and African-American history and literature that complement the texts expected by the Common Core State Standards and the North Carolina Essential Standards are listed below:

- *Poetry*
- *Fiction (e.g., novels)*
- *Drama*
- *Literary Letters*
- *Song Lyrics*
- *Music*
- *Art*

**Crafting Freedom Workshop Resources**

1. Andrews, William L., and Gates, Jr., Henry Louis, eds. (2000, 2001, 2002). *Slave Narratives:*

- *Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw*
  - *Interesting Narrative of the Life of Olaudah Equiano*
  - *The Confessions of Nat Turner*
  - *Narrative of the Life of Frederick Douglass*
  - *Narrative of William W. Brown*
  - *Narrative of the Life and Adventures of Henry Bibb*
  - *Narrative of Sojourner Truth*
  - *Running a Thousand Miles for Freedom[; Or, The Escape of William and Ellen Craft From Slavery]*
  - *Incidents in the Life of a Slave Girl[, Written By Herself]* [Preface by the Author: Linda Brent] [edited by L. Maria Child] (paperback, 1,035 numbered pages)
  - *Narrative of the Life of J. D. Green*
2. Brookhiser, Richard (n.d.). *Lost in the Mists of Time*. (handout, 1 p.)
  3. Crafting Freedom (n.d.). *Nine Short Videos*. Apprend Foundation, Inc. DVD. 2003  
Awards of Excellence Technology & Learning Winner. [www.craftingfreedom.org](http://www.craftingfreedom.org)
    - One Noble Journey: A Box Marked Freedom
    - Who Was Thomas Day?
    - Learning to Read with Aunt Chloe
    - George Moses Horton, Poet [Entrepreneur]
    - 9 Feet Long...& 7 Feet Wide
    - My Dear Mother

- Boy Runaway
  - So, You Want to do Laundry Work?
  - David Walker's *Appeal to the Coloured Citizens of the World*
4. Crafting Freedom Workshop (2012). Daily Workshop Handouts re: Activities and Onsite Visits:
- Orientation. (11 pp.)
  - Stagville; Milton Presbyterian Church; Union Tavern; Village of Milton (46 pp.)
  - Burwell School; Crafting Freedom Expo (Hampton Inn). (10 pp.)
  - More Crafting Freedom Expo; Traditional Artisans. (8 pp.)
  - Crafting Freedom Forum; The World of Research at Wilson Library (13 pp.)
  - Sharing Instructional Plans; Reflections; Wrap-Up (cover sheet)
5. Exploring Humanitarian Law (EHL) [www.ehl.icrc.org](http://www.ehl.icrc.org)
6. Fleischner, Jennifer (2003, 2004). *Mrs. Lincoln and Mrs. Keckly: The Remarkable Story of the Friendship Between A First Lady and A Former Slave*. (paperback, 373 pp., plus author's bio)
7. Ignatiev, Noel (1998). *Race in Pre-Civil War America*. Social Education 62(6), 1998, pp. 340-344. (handout, 5 pp.)
8. Keckley (also Keckly), Elizabeth (2004). *Elizabeth Keckley, ca. 1818-1907: Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House*. Full Text (371 pp., ca. 600K). (printed from online at <http://docsouth.unc.edu/neh/keckley/menu.html>, 96 pp.)
9. Miles, Nellie "Chubbs" (2005). *My Natural Way to Teach Kids to Sew With Nellie "Chubbs" Miles*. Instructional Video CD. New Hope Publishing, LLC.

10. North Carolina Division of Tourism, Film and Sports Development (n.d.). *The Rich Heritage of African Americans in North Carolina* (paperback, 52 pp.)  
[www.visitnc.com](http://www.visitnc.com)
11. *Resurrection of Henry Box Brown, at Philadelphia*. (copied and laminated visual handout, one third page)
12. Smith, Llewellyn (1998). *Facing Slavery and Ourselves: Are We Ready?* *Social Education* 62(6), 1998, pp. 329-332. (handout, 4 pp.)
13. Sneed, Laurel C., & Potter, Leah (2012). *Crafting Freedom Workshop. Overview. Crafting Freedom: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South. Summer 2012. Workshop Themes & Approaches.* (handout, 8 pp.)
14. Sneed, Laurel C., & Rogers, Patricia D. (n.d.). *The Hidden History of Thomas Day*. The Apprend Foundation. [www.apprendfound.org](http://www.apprendfound.org) (handout, 31 pp.)
15. The Thomas Day Education Project (2002). *Exploring the World of Thomas Day*. (grades 4 and up) 2 CD set for Mac and Windows. Quicktime 4.0 free download included.  
Educational Companion features: in-depth Teacher's Guide; Document Database with full text of 40+ documents; worksheets for different skill level(s), assessment guidelines, and answer keys; and National Standards, lecture notes, timeline, glossary, map, suggested readings and websites
16. Walker, Juliet E. K. (2004). *The Economic Life of African Americans in the Age of Slavery: A Conversation with Dr. Juliet E. K. Walker*. Video. New Hope Publishing, LLC:
  - Free Frank & New Directions in Black History
  - I'm Going to Start Me a Business, Self Hiring and Hiring Out

- But it was Illegal for Slaves to be in Business
- African Commercial Survivalism
- The Pursuit of Property: Slavery Was an Economic Institution
- [Entrepreneurs]: Innovation & Creative Managers within the Business
- Free Black Artisans & [Entrepreneurs]
- Free Black Ownership of Slaves & Other Economic Activity
- What Can be Done to get the History of Black Economic Activity Before the Civil War into the Classroom?

17. Wood, Peter H. (2005). *“When the Roll Is Called Up Yonder”*: *Black History in Hillsborough, North Carolina* (paperback, 40 pp.) [Copies are available from The Burwell School.]

(919) 732-7451 [info@burwellschool.org](mailto:info@burwellschool.org) [www.burwellschool.org](http://www.burwellschool.org)

### **Instructional Delivery and Learning Activities**

Instructional delivery of the concepts and resources available for the Crafting Freedom NEH Workshop requires the teacher to be familiar with the types of resources and their content. Age appropriateness, current events (personal and global), and community standards are always factors to be considered.

Learning activities can be as varied and traditional as the teacher and students will allow. Learning activities will be influenced by the instructional delivery of the concepts and resources available for the Crafting Freedom NEH Workshop, which requires the teacher to be familiar with the types of resources and their content. Age appropriateness, current events (personal and global), and community standards are always factors to be considered.

The following factors should also be taken into consideration when using any curriculum or resource for instructional delivery and/or learning activities.

- Alignment with all standards and instructional-learning-assessment expectations
- Reading Assignments
- Writing Assignments
- Speaking and Listening Assignments
- Viewing Assignments
- Collaborative Assignments (i.e., Group Work)
- Independent Research
- Homework Assignments
- Evaluation and Assessment (teacher and peer review)
- Contests and Other Competitive Essays
- Closure

### **Assessment**

The following selective list and brief descriptors of assessments typically administered in K-12 education (with a focus upon the secondary level of schooling and assessment) provide the context within which standards are taught during instructional delivery and learning activities are implemented.

- **State Assessments: Public Schools of North Carolina/North Carolina Department of Public Instruction** <http://www.publicschoolsnc.org/>
  - End-of-Course (EOC)
  - End-of-Grade (EOG)

- National Assessments used for internal and external state comparisons (e.g., The ACT, PSAT/NMSQT, SAT, AP, IB, and NAEP exams)
- **National Assessment (United States)**
  - **National Assessment of Educational Progress (NAEP):** The Nation's Report Card  
[www.nces.ed.gov/nationsreportcard/](http://www.nces.ed.gov/nationsreportcard/)
- **International Assessments**
  - **Progress in International Reading Literacy Study (PIRLS):** testing of 4<sup>th</sup> graders in reading on a five-year cycle; affiliated with TIMSS [www.timss.bc.edu](http://www.timss.bc.edu)
  - **Program for International Student Assessment (PISA):** testing of 15-year-old students in reading, mathematics, and science literacy on a three year cycle; coordinated by the Organisation for Economic Co-operation and Development (OECD)  
[www.oecd.org/pisa](http://www.oecd.org/pisa)
  - **Trends in International Mathematics and Science Study (TIMSS):** testing of 4<sup>th</sup> and 8<sup>th</sup> graders in mathematics and science on a four-year cycle; affiliated with PIRLS  
[www.timss.bc.edu](http://www.timss.bc.edu)
- **Common Core State Standards (CCSS) Consortium: Partnership for Assessment of Readiness for College and Careers (PARCC)**  
[23 states, plus the U.S. Virgin Islands] [www.parcconline.org/about-parcc](http://www.parcconline.org/about-parcc)
- **Common Core State Standards (CCSS) Consortium: Smarter Balanced Assessment Consortium (SBAC)**  
[24 states, including North Carolina] [www.smarterbalanced.org/](http://www.smarterbalanced.org/)
- The ACT:** college and career readiness assessment [www.act.org](http://www.act.org)

**College Board/Educational Testing Service (ETS)**      [www.collegeboard.com](http://www.collegeboard.com)

PSAT/NMSQT:      used for identifying National Merit Scholars and projecting  
potential SAT scores

SAT and SAT Subject Tests: used for college admission and demonstration of subject  
area mastery

CLEP: used to permit a student of any age "...to demonstrate college-level achievement  
through a program of exams in undergraduate college courses" (College Board)

AP:      used to document potential undergraduate credit

**International Baccalaureate Organization (IBO)**

IB English 1A and other IB courses and exams

IB Extended Essay (a documented research essay approximating a thesis study)

## Reflections

The Crafting Freedom NEH workshop requires extensive reading, peer discussions and other forms of collaboration, and onsite visitations, if one is true to its intended exposure and lessons. However, the intensity of the experience and the opportunity to visit authentic historical sites are worth the inconvenience and extra effort.

Several questions arise about this workshop experience, however, because some (if not all) of the eyewitness accounts written by the historical people or scripted by their supporters include questionable descriptions of favorable treatment, especially in the context of an era in which egalitarian treatment was not even extended to members of the dominant race and culture who did not have socio-economic-political standing with the elite at that time. For example, Elizabeth Keckly (also Keckley) wrote a glowing account of her acceptance and treatment by Mrs. Mary Todd Lincoln, the basis upon which her narrative had contemporary interest by the reading public and continues to have historical merit, as well as the respect given to her by then President Abraham Lincoln. The reader could question Mrs. Keckly's perspective and historical accuracy, especially when the death of her own and only child is given scant attention in contrast to her relationship with the First Lady within that historical account of the former slave who is writing this account.

It is also a curious omission that Elizabeth Keckly does not identify the companion whom she takes to the White House for a festive event. For example, was that companion another former slave who was given the same or similar favorable treatment as Mrs. Keckly claims to have received from the Lincolns? Was that companion male? Why would Mrs. Keckly seemingly provide financial assistance to Mrs. Lincoln, and why would Mrs. Lincoln accept such financial support from Mrs. Keckly? Given the male dominated Black culture (despite the male's absence from many homes), it is also questionable

that Elizabeth Keckly would have been a leader in any movement in which the indomitable Frederick Douglass was a member.

It could be that nuanced historical facts could have been omitted or de-emphasized as a way of sustaining the focus upon the contemporary interest in the voices of slaves and freed persons during the abolitionist period and post-Civil War. However, that conclusion means that the scholars of this period and the students of those scholars must draw conclusions that might unduly reflect personal and professional biases rather than historically accurate interpretations.

Other questions surround the lack of sufficient detail and elaboration about the reasons for the economic downturns experienced by Elizabeth Keckly and Thomas Day, the noted cabinet maker. One could reasonably conclude that their subservient racial standing in society at that time and the economic difficulties of the era probably accounted for their economic difficulties as entrepreneurs, yet the reader might also long to know more about the personal responses that could have included, if only so briefly, betrayal, resentment, bitterness, and charges of racism. Otherwise, the relationships between the dominant culture and these minority entrepreneurs might be interpreted as idealized versions of a harsher reality. The eventual admission of one of the scholars who presented during this workshop that Elizabeth Keckly might have received harsh punishment from one of her owners to correct her uppity attitude serves to illustrate this point. Why not make that admission from the outset of this workshop?

Overall, this workshop is worth participation by serious students and budding scholars. The balance among the reading, discussions, and site visits is suitable for a condensed educational experience. The resources provide teachers with materials that can be used immediately in the classroom. Most of the re-enactors were especially noteworthy. Crafting Freedom was not an easy or simple task; however, the pioneers who persisted as entrepreneurs deserve attention and respect.

## References

- See Crafting Freedom Workshop Resources section.
- See resources recommended by the state, district, school, professional organizations, and organizations sponsoring each of the specialized curricula.

## Contact Information

<p>Dr. Vinetta Bell Research Associate Division of Data, Research and Federal Policy Office of the State Superintendent North Carolina Department of Public Instruction 301 N. Wilmington Street Raleigh, NC 27601-2825 (919) 807-3800 (919) 807-3772 (fax) <a href="mailto:vinetta.bell@dpi.nc.gov">vinetta.bell@dpi.nc.gov</a> <a href="http://www.ncpublicschools.org">www.ncpublicschools.org</a></p>	<p><b>Mrs. Laurel C. Sneed, Director Crafting Freedom*</b> <b>P.O. Box 13144</b> <b>Research Triangle Park, NC 27709.</b> <a href="mailto:lsneed@apprendfound.org">lsneed@apprendfound.org</a>.</p> <p>*Subtitle: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South [an NEH Landmarks of American History and Culture Workshop]</p>
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## Appendices

**Appendix A: Overview of Educational Delivery System in North Carolina**

**Appendix B: Secondary English Language Arts and Cross-Disciplinary Connections**

**Appendix C: Example of Literary Analysis of Alice Walker’s Short Story, *Everyday Use***

*Caveat: Remember age appropriateness, current events (personal and global), and community standards in the selection and teaching of these representative texts.*

**Appendix A: Overview of Educational Delivery System in North Carolina**

<b>Overview of Educational Delivery System in North Carolina</b>									
<b>Standards</b>		<b>Curriculum (North Carolina Standard Course of Study)</b>		<b>Instructional Delivery</b>		<b>Learning Activities</b>		<b>Assessment</b>	
<i>Common Core State Standards (CCSS)</i>	<i>North Carolina Essential Standards (NCES)</i>	<i>General Curriculum</i>	<i>Advanced Curriculum (Honors, AP, IB)</i>	<i>Classroom and Virtual (Digital) Instruction</i>	<i>Homework Assignments (individual and group)</i>	<i>Classroom Activities (individual and group)</i>	<i>Out-of-Class Activities (individual and group)</i>	<i>Teacher, Student, and State Assessments</i>	<i>National and International Assessments</i>
Common Core State Standards in English Language Arts and Proficiency in History/Social Studies, Science, & Technical Subjects [K-12]  Common Core State Standards in Mathematics [K-12]	Arts Education  Driver Education Program  English as a Second Language  English Language Arts  Guidance  Healthful Living  Information and Technology Skills	<ul style="list-style-type: none"> <li>General Student Population (i.e., average to above average achievement level students and other students who chose to be or who are placed in the general student population)</li> <li>English Language Learners (ELL)</li> <li>Exceptional Children (EC Occupational Course of</li> </ul>	<ul style="list-style-type: none"> <li>Accelerated level K-12 instruction and learning</li> <li>College level studies</li> <li>Licensing, Certifying, and Certificate based Studies</li> </ul>	<ul style="list-style-type: none"> <li>Traditional classroom instruction</li> <li>Virtual Instruction and Learning</li> <li>Blended teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Speaking</li> <li>Listening</li> <li>Viewing</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Independent study</li> <li>Student collaboration</li> <li>Project Based Learning (PBL)</li> <li>Fieldtrips</li> <li>Internships</li> </ul>	<ul style="list-style-type: none"> <li>Homework</li> <li>Independent study</li> <li>Student collaboration</li> <li>Project Based Learning (PBL)</li> <li>Fieldtrips</li> <li>Internships</li> </ul>	Diagnostic Testing (teacher and standardized testing)  Ongoing Formative Assessment  Teacher Assessment  Peer Evaluation  Summative Evaluations  State Tests (e.g., EOC and EOG)	PSAT/NMSQT  SAT  CLEP  ACT  ASVAB  AP  IB  GRE  Professional Examinations  NAEP (The Nation’s Report Card)  CCSS

	Mathematics World Languages Science Social Studies Career Technical Education	Study for other than AIG students) <ul style="list-style-type: none"> <li>Licensing, Certifying, and Certificate based Studies</li> <li>Alternative education (e.g., pregnant and teen mothers, disciplinary referrals, and juvenile justice students)</li> </ul>							Consortia: PARCC SBAC  International Assessments: PIRLS PISA TIMSS

**NOTE:** In addition to the local, state, national, and international standards in English Language Arts, these organizations provide standards for social studies/history for teachers and students on the secondary level:

- **National Center for History in the Schools. United States History Content Standards for Grades 5-12.**  
[www.nchs.ucla.edu/Standards/us-history-content-standards](http://www.nchs.ucla.edu/Standards/us-history-content-standards)
- **National Council for the Social Studies (NCSS). College, Career, and Civic Life (C3) Framework for Social Studies State Standards.**  
[www.socialstudies.org/c3](http://www.socialstudies.org/c3)
- **National Council for the Social Studies (NCSS). National Curriculum Standards for Social Studies.**  
[www.socialstudies.org/standards](http://www.socialstudies.org/standards)

**Appendix B: Secondary English Language Arts and Cross-Disciplinary Connections**

Secondary English Language Arts and Cross-Disciplinary Connections				
Middle School	High School Grade Spans		Activities	Assessment
<b>Common Core State Standards (CCSS)</b> <ul style="list-style-type: none"> <li>English Language Arts (ELA)</li> </ul>	<b>Common Core State Standards (CCSS)</b> <ul style="list-style-type: none"> <li>English Language Arts (ELA)</li> <li>Proficiency in history, math, science, social studies, and technical subjects</li> <li>College Career Readiness (CCR)</li> </ul>		<ul style="list-style-type: none"> <li>Scaffolding</li> <li>Differentiation</li> <li>Increasing Complexity of Texts</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic</li> <li>Formative</li> <li>Summative</li> <li>CCSS (beginning 2014)</li> <li>Standardized Tests</li> </ul>
<b>Grades 6-8</b>	<b>Grade Span 9-10</b>	<b>Grade Span 11-12/CCR</b>	<b>Secondary Level</b>	<b>Secondary Level</b>
<b>Review (grades K-8)</b>	<b>Connections</b> <b>Point of View</b> <b>Perspective</b> <b>Examples</b>		<b>Advanced Curriculum (AP, IB, and Honors)</b>  <b>General Curriculum</b>	<ul style="list-style-type: none"> <li>Types and Purposes of Tests</li> <li>Test Results</li> <li>Achievement Gaps</li> </ul>
Ground-rules and Expectations (e.g., socializing into high school courses, study, class discussions, assignments, and examinations)	Photos, Film, and Digital Images: <ul style="list-style-type: none"> <li>free persons (all races: Black, White, American Indian, Asian, etc.)</li> <li>indentured servants</li> <li>slaves</li> <li>emancipated slaves</li> <li>Blacks in traditional attire (e.g.,</li> </ul>		Rhetorical Triangle: <ul style="list-style-type: none"> <li>Message or Purpose</li> <li>Audience</li> <li>Communicator</li> </ul>	Diagnostic Testing: <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Technology Skills</li> </ul>
			Classical Appeals: <ul style="list-style-type: none"> <li><i>Logos</i>: appeal to the audience’s sense of</li> </ul>	Ongoing Formative Assessment (varied and non-punitive)

<p>Genres and Historical Context:                  Eyewitness Accounts                  Slave Narratives                  Nonfiction Texts                  Informational Texts                  Primary Sources                  Secondary Sources                  Literature</p>	<p>cultural attire and working clothing)</p> <ul style="list-style-type: none"> <li>Blacks in formal attire (e.g., posed with pride for posterity)</li> </ul> <p>Religious Expressions</p> <p>Music (e.g., spirituals, jazz, and gospel music), Art, and Dramatic Presentations</p> <p>Education</p> <p>Law and Legislation</p> <p>Socio-economic-political Movements</p> <p>Fraternal Organizations and Social Societies</p>	<p>logic and rational thinking</p> <ul style="list-style-type: none"> <li><i>Pathos</i>: appeal to the audience’s sense of strong feelings and emotions</li> <li><i>Ethos</i>: appeal using the communicator’s reputation for trustworthiness and worth (value)</li> </ul>	<p>Teacher’s Assessments:</p> <ul style="list-style-type: none"> <li>Guided by standards, benchmarks, diagnostic testing, ongoing formative assessment, multiple occasions for summative assessment, and anticipated standardized assessment</li> <li>Conducted in collaboration with students and colleagues</li> <li>Aligned with differentiated instruction</li> </ul>
<p>Academic Discourse (i.e., vocabulary, reading, writing, speaking, listening, and viewing)</p>	<p>The Harlem Renaissance (a vibrant period of art, music, poetry, writing, and other forms of Black creative expression that lasted from approximately World War I to the Great Depression)</p> <p>Selected Writers and Historical Figures [examples past (primarily representing the Harlem Renaissance) and present] [See also <a href="http://www.newsreel.org/guides/">www.newsreel.org/guides/</a>]:</p>	<p>Close Reading of a Text:</p> <ul style="list-style-type: none"> <li>Reading to learn</li> <li>Annotating beyond underlining and highlighting</li> <li>Assigned reading of the text</li> <li>Texts beyond print (e.g., visuals, sound, and digital texts)</li> </ul>	<p>Peer Evaluation:</p> <ul style="list-style-type: none"> <li>A strategy for student to student conferencing</li> <li>A component of formative assessment</li> <li>A 21<sup>st</sup> century skill (e.g., collaboration and increased student independence as learner)</li> </ul>
	<p><b><i>Caveat: Remember age appropriateness, current events (personal and global), and community</i></b></p>	<p>Academic Writing</p> <p>Speaking and Listening</p>	<p>State Tests:</p> <ul style="list-style-type: none"> <li>Diagnostic Tests (e.g., reading diagnostic exams)</li> <li>Competency Tests (e.g., high school</li> </ul>

	<p><b><i>standards in the selection and teaching of these representative texts.</i></b></p> <ul style="list-style-type: none"> <li>• W.E.B. Du Bois (1868-1963) (scholar) <i>The Souls of Black Folk</i> (1903)</li> <li>• James Weldon Johnson (1871-1938) <i>Lift Every Voice and Sing</i> (co-written with brother, Rosamond, a graduate of the New England Conservatory; adopted by the NAACP as the Negro National Hymn) <i>Autobiography of an Ex-Colored Man</i> (1912) <i>God's Trombones</i> (1927)</li> <li>• Marcus Garvey (1887-1940) (Jamaican born activist)</li> <li>• Claude McKay (1889-1948) (poet)</li> <li>• Zora Neale Hurston (b.c1891-1901-d.1960) (re: poverty, folklore, and anthropology, plus Black township, Black females, Black academics, intra-racial conflict, and possibly emotional problems [e.g., alleged aggressive personality, credibility of her autobiographical dates, and instability]) <i>Their Eyes Were Watching God</i> (1937) <i>Dust Tracks on a Road</i> (1942)</li> </ul>	<p>Viewing</p> <p>Individual Assignments</p> <p>Collaboration (group work; Project Based Learning [PBL])</p> <p>Critical Thinking Skills (Higher Order Thinking Skills [HOTS])</p> <p>Synthesis and Closure</p>	<p>exit exams)</p> <ul style="list-style-type: none"> <li>• EOC (End-of-Course tests)</li> <li>• EOG (End-of-Grade tests)</li> </ul> <p>Common Core State Standards (CCSS) Assessment (expected in 2014) (federally funded CCSS Assessment Consortia):</p> <ul style="list-style-type: none"> <li>• Partnership for Assessment of Readiness for College and Careers (PARCC)</li> <li>• Smarter Balanced Assessment Consortium (SBAC)</li> </ul> <p>Standardized Aptitude and Achievement Tests (national):</p> <ul style="list-style-type: none"> <li>• PSAT</li> <li>• SAT</li> <li>• ACT</li> <li>• ASVAB (Armed Services Vocational Aptitude Battery)</li> <li>• AP (Advanced Placement)</li> <li>• IB (International Baccalaureate)</li> <li>• GRE</li> <li>• Professional Examinations</li> </ul> <p>International Standardized Tests:</p> <ul style="list-style-type: none"> <li>• PIRLS (Progress in International Reading Literacy Study)</li> <li>• PISA (Program for International</li> </ul>
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	<ul style="list-style-type: none"> <li>• Jean Toomer (1894-1967) (poet)</li> <li>• William Faulkner (1897-1962) [Nobel Prize winner]:              (aimless?) mass movement of freed slaves (e.g., spiritual parallel to the more organized exodus from Egypt)              loving criticism of dying Southern society (e.g., fictional Yoknapatawpha County)  <i>A Rose for Emily</i> (1930)  <i>Absalom, Absalom</i> (1930)  <i>As I Lay Dying</i> (1930)  <i>The Sound and the Fury</i> (1929)</li> <li>• Langston Hughes (1902-1967) (poet, novelist, and playwright)  <i>The Negro Speaks of Rivers</i> (c1920)</li> <li>• Countee Cullen (1903-1946) (poet)</li> <li>• Richard Wright (1908-1960) (re: hunger, family dynamics, and Black challenges to society and the status quo)  <i>Native Son</i> (1940)  <i>Black Boy</i> (1945)</li> <li>• Eudora Welty (1909-2001) (re: Southern life, disenfranchised people of all races, photography)  <i>Death of a Traveling Salesman</i> (1936)  <i>A Worn Path</i> (1942)  <i>One Writer's Beginnings</i> (1984)  <a href="http://www.pbs.org/wgbh/masterpiec">http://www.pbs.org/wgbh/masterpiec</a></li> </ul>		<p>Student Assessment)</p> <ul style="list-style-type: none"> <li>• TIMSS (Trends in International Mathematics and Science Study)</li> </ul> <p>Standardized Assessment of Educators:</p> <ul style="list-style-type: none"> <li>• PRAXIS (Licensing and Certification Examinations for educators)</li> <li>• National Board for Professional Teaching Standards certification process (NBPTS, also known as NBCT, for educators)</li> <li>• Values-added Teacher Evaluations (district and state levels)</li> <li>• Accountability Movement</li> </ul>
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	<p><a href="http://americancollection/ponder/timeline_bio.html">e/americancollection/ponder/timeline_bio.html</a>  <a href="http://www.eudorawelty.org">www.eudorawelty.org</a></p> <ul style="list-style-type: none"> <li>• Ralph Ellison (1913-1994)                      (re: segregated schooling, opportunity, betrayal, alienation, isolation, and rite of passage)  <i>Invisible Man</i> (1952)</li> <li>• Maya Angelou (1928-)                      (re: silencing of one's voice due to sexual molestation and poetry)  <i>Still I Rise</i> (1978)</li> <li>• Toni Morrison (1931-) [Nobel Prize winner]  <i>Beloved</i> (1987)</li> <li>• Alice Walker (1944-)  <i>Everyday Use</i> (c1973)  <i>The Color Purple</i> (1982)</li> </ul>		
	Womanist Literature (e.g., the Suffrage and Feminist Movements)		Attending Issues: <ul style="list-style-type: none"> <li>• Alignment with standards and curriculum</li> <li>• Age appropriateness</li> <li>• Current Events (personal and global)</li> <li>• Community Standards</li> <li>• Scaffolding and Differentiating Instruction for all achievement levels</li> <li>• Student Interest and Needs</li> </ul>
	21 <sup>st</sup> century implications (global and self)		
	International/global connections (e.g., Exploring Humanitarian Law (EHL) at <a href="http://www.ehl.icrc.org">www.ehl.icrc.org</a> )		
	College Career Readiness (CCR) of the Common Core State Standards (CCSS)		
	Contemporary Events (e.g., events then occurring in the students' lives and world)		

Crafting Freedom: Black Artisans, Entrepreneurs, and Abolitionists of the Antebellum Upper South  
NEH Landmarks of American History and Culture Workshop, Session II (July 12-17, 2012)  
Dr. Vinetta Bell, Research Associate, Division of Data, Research and Federal Policy, NCDPI

**NOTE:** In addition to the Common Core State Standards (CCSS), the North Carolina Essential Standards (NCES), and the local, state, national, and international standards in English Language Arts, these organizations provide standards for social studies/history for teachers and students on the secondary level:

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[www.nchs.ucla.edu/Standards/us-history-content-standards](http://www.nchs.ucla.edu/Standards/us-history-content-standards)
- **National Council for the Social Studies (NCSS). College, Career, and Civic Life (C3) Framework for Social Studies State Standards.** [www.socialstudies.org/c3](http://www.socialstudies.org/c3)
- **National Council for the Social Studies (NCSS). National Curriculum Standards for Social Studies.**

## Appendix C: Example of Literary Analysis of Alice Walker's Short Story, *Everyday Use*

From <http://www.lonestar.edu/13778.htm> (Retrieved Friday, January 4, 2013)

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### Characterization and Symbolism in Alice Walker's "Everyday Use"

Juan R. Velazquez

In her short story "Everyday Use," Alice Walker takes up what is a recurrent theme in her work: the representation of the harmony as well as the conflicts and struggles within African-American culture. "Everyday Use" focuses on an encounter between members of the rural Johnson family. This encounter—which takes place when Dee (the only member of the family to receive a formal education) and her male companion return to visit Dee's mother and younger sister Maggie—is essentially an encounter between two different interpretations of, or approaches to, African-American culture. Walker employs characterization and symbolism to highlight the difference between these interpretations and ultimately to uphold one of them, showing that culture and heritage are parts of daily life.

The opening of the story is largely involved in characterizing Mrs. Johnson, Dee's mother and the story's narrator. More specifically, Mrs. Johnson's language points to a certain relationship between herself and her physical surroundings: she waits for Dee "in the yard that Maggie and I made so clean and wavy" (88). The emphasis on the physical characteristics of the yard, the pleasure in it manifested by the word "so," points to the attachment that she and Maggie have to their home and to the everyday practice of their lives. The yard, in fact, is "not just a yard. It is like an extended living room" (71), confirming that it exists for her not only as an object of property, but also as the place of her life, as a sort of expression of herself. Her description of herself likewise shows a familiarity and comfort with her surroundings and with herself: she is "a large, big-boned woman with rough, man-working hands" (72)—in other words, she knows the reality of her body and accepts it, even finding comfort (both physical and psychological) in the way that her "fat keeps [her] hot in zero weather" (72). Mrs. Johnson is fundamentally *at home* with herself; she accepts who she is, and thus, Walker implies, where she stands in relation to her culture.

Mrs. Johnson's daughter Maggie is described as rather unattractive and shy: the scars she bears on her body have likewise scarred her soul, and, as a result, she is retiring, even frightened. Mrs. Johnson admits, in a loving manner, that "like good looks and money, quickness passed her by" (73). She "stumbles" as she reads, but clearly Mrs. Johnson thinks of her as a sweet person, a daughter with whom she can sing songs at church. Most importantly, however, Maggie is, like her mother, at home in her traditions, and she honors the memory of her ancestors; for example, she is the daughter in the family who has learned how to quilt from her grandmother. Dee, however, is virtually Maggie's opposite. She is characterized by good looks, ambition, and education (Mrs. Johnson, we are told, collects money at her church so that Dee can attend school). Dee's education has been extremely important in forging her character, but at the same time it has split her off from her family. Mamma says, "She used to read to us without pity; forcing words, lies, other folks' habits, whole lives upon us two, sitting trapped and ignorant underneath her voice" (73). Dee, in other

words, has moved towards other traditions that go against the traditions and heritage of her own family: she is on a quest to link herself to her African roots and has changed her name to Wangero Leewanika Kemanjo. In doing so, in attempting to recover her “ancient” roots, she has at the same time denied, or at least refused to accept, her more immediate heritage, the heritage that her mother and sister share.

The actions Walker’s characters take, as well as their physical attributes, are symbolic of their relation to their culture. Dee’s male companion, for example, has taken a Muslim name and now refuses to eat pork and collard greens, thus refusing to take part in the traditional African-American culture. Mrs. Johnson, meanwhile, has “man-working hands” and can “kill a hog as mercilessly as a man” (72); clearly this detail is meant to indicate a rough life, with great exposure to work. Symbolic meaning can also be found in Maggie’s skin: her scars are literally the inscriptions upon her body of the ruthless journey of life. Most obviously—and most importantly—the quilts that Mrs. Johnson has promised to give Maggie when she marries are highly symbolic, representing the Johnsons’ traditions and cultural heritage. These quilts were “pieced by Grandma Dee and then Big Dee “(76), both figures in family history who, unlike the present Dee, took charge in teaching their culture and heritage to their offspring. The quilts themselves are made up of fragments of history, of scraps of dresses, shirts, and uniforms, each of which represents those people who forged the family’s culture, its heritage, and its values.

Most importantly, however, these fragments of the past are not simply *representations* in the sense of art objects; they are not removed from daily life. What is most crucial about these quilts—and what Dee does not understand—is that they are made up of daily life, from materials that were *lived in*. This, in essence, is the central point of “Everyday Use”: that the cultivation and maintenance of its heritage are necessary to each social group’s self-identification, but that also this process, in order to succeed, to be real, must be part of people’s use every day. After all, what is culture but what is *home* to us, just as Mrs. Johnson’s yard is *home* to her.

#### Work Cited

Walker, Alice. “Everyday Use.” *Literature: An Introduction to Fiction, Poetry, and Drama*. Ed. X. J. Kennedy and Dana Gioia. 8<sup>th</sup> ed. New York: Longman, 2002. 88-95.

—Juan R. Velazquez

**Lone Star College System** 5000 Research Forest Drive, The Woodlands, TX 77381-4356 - 832.813.6500

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