

New York and Slavery

TIME TO TEACH THE TRUTH



ALAN J. SINGER

New York And Slavery Time To Teach The Truth

Pablo A. Muriel, Alan J. Singer



New York And Slavery Time To Teach The Truth:

New York and Slavery Alan J. Singer, 2008 Blending historical narrative with ideas for engaging young people as historians and thinkers Alan J Singer introduces readers to the truth about the history of slavery in New York State and by extension about race in American society Singer's perspective as a historian and a former secondary school social studies teacher offers a wealth of new information about the past and introduces people and events that have been erased from history New York both the city and the state were centers of the abolitionist struggle to finally end human bondage however at the same time enslaved Africans built the infrastructure of the colonial city The author shows teachers how to develop ways to teach about this very difficult topic He shows them how to deal with racial preconceptions and tensions in the classroom and calls upon teachers and students to become historical activists conduct research write reports and present their findings to the public

Race Lessons Prentice T. Chandler, Todd S. Hawley, 2017-05-01 We hold that the mission of social studies is not attainable without attention to the ways in which race and racism play out in society past present and future In a follow up to the book *Doing Race in Social Studies* 2015 this new volume addresses practical considerations of teaching about race within the context of history geography government economics and the behavioral sciences *Race Lessons Using Inquiry to Teach About Race in Social Studies* addresses the space between the theoretical and the practical and provides teachers and teacher educators with concrete lesson ideas for how to engage learners with social studies content and race Oftentimes social studies teachers do not teach about race because of several factors teacher fear personal notions of colorblindness and attachment to multicultural narratives that stress assimilation This volume will begin to help teachers and teacher educators start the conversation around realistic and practical race pedagogy The chapters included in this volume are written by prominent social studies scholars and classroom teachers This work is unique in that it represents an attempt to use Critical Race Theory and inquiry pedagogy Inquiry Design Model to teach about race in the social science disciplines

Interpreting Slavery at Museums and Historic Sites Kristin L. Gallas, James DeWolf Perry, 2014-12-23 *Interpreting Slavery at Museums and Historic Sites* aims to move the field forward in its collective conversation about the interpretation of slavery acknowledging the criticism of the past and acting in the present to develop an inclusive interpretation of slavery Presenting the history of slavery in a comprehensive and conscientious manner is difficult and requires diligence and compassion for the history itself for those telling the story and for those hearing the stories but it's a necessary part of our collective narrative about our past present and future This book features best practices for *Interpreting slavery* across the country and for many people The history of slavery while traditionally interpreted primarily on southern plantations is increasingly recognized as relevant at historic sites across the nation It is also more than just an African American European American story it is relevant to the history of citizens of Latino Caribbean African and indigenous descent as well It is also pertinent to those descended from immigrants who arrived after slavery whose stories are deeply

intertwined with the legacy of slavery and its aftermath Developing support within an institution for the interpretation of slavery Many institutions are reticent to approach such a potentially volatile subject so this book examines how proponents at several sites including Monticello and Mount Vernon were able to make a strong case to their constituents Training interpreters in not only a depth of knowledge of the subject but also the confidence to speak on this controversial issue in public and the compassion to handle such a sensitive historical issue The book will be accessible and of interest for professionals at all levels in the public history field as well as students at the undergraduate and graduate levels in museum studies and public history programs

Social Studies for Secondary Schools Alan J. Singer, 2014-10-08 Now in its 4th edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society history and the purpose of social studies education Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience it offers systematic support and open honest advice for new teachers Each chapter addresses a broad question about social studies education sub chapters begin with narrower questions that direct attention to specific educational issues Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading and links to on line essays about related social studies topics Activities are followed by four categories Think it over Add your voice to the discussion Try it yourself and It s your classroom All of these are supported with online teaching material Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text

America's First Freedom Rider Jerry Mikorenda, 2019-12-17 In 1854 traveling was full of danger Omnibus accidents were commonplace Pedestrians were regularly attacked by the Five Points gangs Rival police forces watched and argued over who should help Pickpockets drunks and kidnappers were all part of the daily street scene in old New York Yet somehow they endured and transformed a trading post into the Empire City None of this was on Elizabeth

Jennings's mind as she climbed the platform onto the Chatham Street horsecar. But her destination and that of the country took a sudden turn when the conductor told her to wait for the next car because it had her people in it. When she refused to step off the bus, she was assaulted by the conductor who was aided by a NY police officer. On February 22, 1855, Elizabeth Jennings v Third Avenue Rail Road case was settled. Seeking 500 in damages, the jury stunned the courtroom with a 250 verdict in Lizzie's favor. Future US president Chester A. Arthur was Jennings' attorney, and their lives would be forever intertwined. This is the story of what happened that day. It's also the story of Jennings and Arthur's families, the struggle for equality and race relations. It's the history of America at its most despicable and most exhilarating. Yet few historians know of Elizabeth Jennings or the impact she had on desegregating public transit.

The Catskills Stephen M. Silverman, Raphael D. Silver, 2015-10-27. The Catskills, Cat Creek in Dutch America's original frontier northwest of New York City, with its seven hundred thousand acres of forest land preserve and its five counties: Delaware, Greene, Sullivan, Ulster, Schoharie. America's first great vacationland, the subject of the nineteenth-century Hudson River School paintings that captured the almost godlike majesty of the mountains and landscapes, the skies, waterfalls, pastures, cliffs, refuge, and home to poets and gangsters, tycoons and politicians, preachers and outlaws, musicians and spiritualists, outcasts and rebels. Stephen Silverman and Raphael Silver tell of the turning points that made the Catskills so vital to the development of America: Henry Hudson's first spotting of the distant blue mountains in 1609; the New York State constitutional convention resulting in New York's own Declaration of Independence from Great Britain and its own constitution, causing the ire of the invading British army; the Catskills as a popular attraction in the 1800s with the construction of the Catskill Mountain House and its rugged imitators that offered WASP guests one hundred percent restricted accommodations; Hebrews will knock vainly for admission, a policy that remained until the Catskills became the curative for tubercular patients, sending real estate prices plummeting and the WASP enclave on to richer pastures. Here are the gangsters Jack Legs Diamond and Dutch Schultz among them who sought refuge in the Catskill Mountains and the resorts that after World War II catered to upwardly mobile Jewish families, giving rise to hundreds of hotels inspired by Grossinger's, the original Disneyland, with knishes, the Concord, Brown's Hotel, Kutsher's Hotel, and others in what became known as the Borscht Belt and Sour Cream Alps, with their headliners from movies and radio: Phil Silvers, Eddie Cantor, Milton Berle, et al, and others who learned their trade there among them Moss Hart who got his start organizing summer theatricals, Sid Caesar, Lenny Bruce, Mel Brooks, Woody Allen, and Joan Rivers. Here is a nineteenth-century America turning away from England for its literary and artistic inspiration, finding it instead in Washington Irving's Rip Van Winkle and his childhood recollections set in the Catskills; in James Fenimore Cooper's adventure romances which provided a pastoral history describing the shift from a colonial to a nationalist mentality; and in the canvases of Thomas Cole, Asher B. Durand, Frederick Church, and others that caught the grandeur of the wilderness and that gave texture, color, and form to Irving's and Cooper's imaginings. Here are the entrepreneurs and financiers who saw the Catskills as a way to strike it rich.

plundering the resources that had been likened to creation the Catskills tanneries that supplied the boots and saddles for Union troops in the Civil War and the bluestone quarries whose excavated rock became the curbs and streets of the fast growing Eastern Seaboard Here are the Catskills brought fully to life in all of their intensity beauty vastness and lunacy

Breaking the Mold of School Instruction and Organization , Andrea Honigsfeld,Audrey Cohan,2010-01-16 This one of a kind collection of chapters takes the reader on a tour to explore innovative practices from classrooms schools districts communities and faraway places in the world Each of the chapters organized under six headings tells an authentic compelling story of a pioneering and successful initiative that breaks the traditional mold of instructional delivery and time honored school organization Breaking the Mold of School Instruction and Organization guides readers through examples of education initiatives which go beyond traditional classroom restraints to achieve surprising success

The Business of Slavery and the Rise of American Capitalism, 1815-1860 Jack Lawrence Schermerhorn,2015-04-28 Calvin Schermerhorn s provocative study views the development of modern American capitalism through the window of the nineteenth century interstate slave trade This eye opening history follows money and ships as well as enslaved human beings to demonstrate how slavery was a national business supported by far flung monetary and credit systems reaching across the Atlantic Ocean The author details the anatomy of slave supply chains and the chains of credit and commodities that intersected with them in virtually every corner of the pre Civil War United States and explores how an institution that destroyed lives and families contributed greatly to the growth of the expanding republic s capitalist economy

Supporting Civics Education with Student Activism Pablo A. Muriel,Alan J. Singer,2020-10-01 This book empowers teachers to support student activists The authors examine arguments for promoting student activism explore state and national curriculum standards suggest activist projects and report examples of student individual and group activism By offering suggestions for engaging students as activists across the K 12 curriculum and by including the stories of student activists who became lifetime activists the book demonstrates how activism can serve to bolster democracy and be a component of rich experiential learning Including interviews with student and teacher activists this volume highlights issues such as racial and immigrant justice anti gun violence and climate change

Advocacy in Academia and the Role of Teacher Preparation Programs Thomas, Ursula,2017-09-13 Due to changes in funding and legislation educating as a career has become unstable It is imperative to establish a culture that values education in order to encourage pursuing and preserving the profession of teaching Advocacy in Academia and the Role of Teacher Preparation Programs is an essential reference source for the latest scholarly research on the need of support for students and faculty by examining policy student engagement professorial activism and integrated allied services Featuring extensive coverage on a broad range of topics such as student success specialty programs and service learning this publication is ideally designed for academicians researchers and practitioners seeking current research on issues of advocacy in education

The Social Studies Professional ,2008 **The Heart of**

Wisdom Teaching Approach Robin Sampson,2005-04 Details the Bible based homeschool teaching approach for parents and discusses Christian education learning styles unit studies bible study and more *Advanced Educational Foundations for Teachers* Donald K. Sharpes,2013-10-11 Sharpes approach synthesizes historical philosophical and cultural standpoints The text contains practical teaching applications alongside theory and an integrated emphasis of diversity and other multicultural themes It also covers the history of schooling from ancient times to the present including biographies of major non Western figures as well as the canon of educational innovators

The Center Must Not Hold George Yancy,2012-07-10 The Center Must Not Hold White Women Philosophers on the Whiteness of Philosophy functions as a textual site where white women philosophers engage boldly in critical acts of exploring ways of naming and disrupting whiteness in terms of how it has defined the conceptual field of philosophy Within this text white women philosophers critique the field of philosophy for its complicity with whiteness as a structure of power as normative and as hegemonic In this way the authority of whiteness to define what is philosophically worthy is seen as reinforcing forms of philosophical narcissism and hegemony Challenging the whiteness of philosophy in terms of its hubristic tendencies white women philosophers within this text assert their alliance with people of color who have been both marginalized within the field of philosophy and have had their philosophical and intellectual concerns and traditions dismissed as particularistic Aware that feminist praxis does not necessarily lead to anti racist praxis the white women philosophers within this text refuse to telescope as a site of critical inquiry one site of hegemony sexism over another racism As such the white women philosophers within this text are conscious of the ways in which they are implicated in perpetuating whiteness as a site of power within the domain of philosophy Framed within a philosophical space that values the multiplicity of philosophical voices and driven by a feminist framework that valorizes de centering locations of hegemony interdisciplinary dialogue and transformative praxis The Center Must Not Hold refuses to allow the white center of philosophy to masquerade as universal and given The text de centers various epistemic and value orders that are predicated upon maintaining the center of philosophy as white The white women philosophers who contribute to this text explore ethics epistemology aesthetics taste the nature of a dilemma questions of the secularity of philosophy perception discipline based

Making the World Over R. Marie Griffith,2021-05-04 Political polarization and unrest are not exclusive to our era but in the twenty first century we are living with seemingly unresolvable disagreements that threaten to tear our country apart Discrimination racism tyranny religious fundamentalism political schisms misogyny fake news border walls the MeToo moment foreign intervention in our electoral process these cultural and social rifts charge our world and we have failed to find a path toward agreement or unity Making the World Over is Marie Griffith s thoughtful response to an imperiled nation that has forgotten how to listen and debate productively at a time when it needs vigorous discourse more than ever Griffith performs the urgent work of examining the histories behind the issues at the root of our country s conflicts both past and present from race and immigration to misogyny and

reproductive rights This is more than a study of the issues it is an attempt to shed real light on how to encourage constructive dialogue and move society forward

Teaching U.S. History Through Children's Literature Wanda Miller,1998-11-15 Similar to U S History Through Children s Literature From the Colonial Period to World War II in format and approach historical fiction and nonfiction are integrated into modern U S History For each of these topics Miller suggests two or more titles one for use with the entire class and one for use with small reading groups Summaries of the books author information activities and topics for discussion are supplemented with vocabulary lists and ideas for research topics and further reading This integrated approach makes history more meaningful to students and helps them retain historical details and facts by immersing them in stories surrounding historical events A well researched and thorough resource

Encyclopedia of African American History Leslie M. Alexander,Walter C. Rucker,2010-02-09 A fresh compilation of essays and entries based on the latest research this work documents African American culture and political activism from the slavery era through the 20th century Encyclopedia of African American History introduces readers to the significant people events sociopolitical movements and ideas that have shaped African American life from earliest contact between African peoples and Europeans through the late 20th century This encyclopedia places the African American experience in the context of the entire African diaspora with entries organized in sections on African European contact and enslavement culture resistance and identity during enslavement political activism from the Revolutionary War to Southern emancipation political activism from Reconstruction to the modern Civil Rights movement black nationalism and urbanization and Pan Africanism and contemporary black America Based on the latest scholarship and engagingly written there is no better go to reference for exploring the history of African Americans and their distinctive impact on American society politics business literature art food clothing music language and technology

Teaching Social Justice Using Postcolonial Texts Geraldine Balzer,Teresa Strong-Wilson,Anne Burke,2023-07-28 This book explores how teachers can re examine their emotional investments in enacting dominant settler values through changing their text selection and teaching practices Based on a longitudinal qualitative research study conducted by a national team of literacy scholars in collaboration with practicing literacy teachers at eight sites across Canada the book investigates how groups of teachers working collaboratively in inquiry groups develop and implement curriculum to promote their own and their students understandings of social justice in postcolonial and settler spaces In particular the book highlights the rich and dynamic landscape of postcolonial authors illustrators and texts the development of culturally sensitive curricula and critical pedagogies possible in addressing contemporary and historical issues both local and global This book is primarily of interest to literacy scholars literacy instructors teacher educators in teacher education programs educational leaders practicing teachers from the K 12 spectrum and school district staff and policy makers with responsibilities for or interests in the potential of literacy and literature engagement for social justice education The book is also be of interest to postsecondary educators and teacher educators

wishing to use literature in social justice anti racist and anti oppressive courses *Living to Tell the Horrid Tales: True Life Stories of Fomer Slaves, Historical Documents & Novels* Mark Twain, Harriet Beecher Stowe, Aphra Behn, Thomas Clarkson, Daniel Drayton, Louis Hughes, Lydia Maria Child, James Weldon Johnson, Austin Steward, Ida B. Wells-Barnett, Moses Grandy, William Wells Brown, William Still, Nat Turner, Henry Bibb, Olaudah Equiano, Sojourner Truth, Mary Prince, Kate Drumgoold, Frederick Douglass, Brantz Mayer, Theodore Canot, Booker T. Washington, Elizabeth Keckley, Albion Winegar Tourgée, Charles Ball, Solomon Northup, Josiah Henson, Stephen Smith, Harriet E. Wilson, Ellen Craft, William Craft, John Gabriel Stedman, Charles W. Chesnutt, Sarah H. Bradford, Sutton E. Griggs, Lucy A. Delaney, L. S. Thompson, F. G. De Fontaine, Henry Box Brown, John Dixon Long, Harriet Jacobs, Jacob D. Green, Thomas S. Gaines, Willie Lynch, Margaretta Matilda Odell, Joseph Mountain, 2023-11-26

Living to Tell the Horrid Tales True Life Stories of Former Slaves Historical Documents Novels is a seminal collection that weaves together a tapestry of narratives documenting the visceral realities of slavery and its enduring impact This anthology presents a rich array of literary styles from harrowing autobiographical accounts to incisive essays and riveting novels The collection s strength lies in its diversity featuring standout pieces that poignantly capture the human spirit s resilience amidst unimaginable adversity It serves as a crucial compendium positioning itself within the literary context as both a vital historical document and a compelling narrative of personal and collective struggle The contributors to this anthology are a distinguished assemblage of writers each bringing their unique perspectives and experiences Spanning across different historical and cultural contexts authors such as Frederick Douglass Sojourner Truth and Harriet Jacobs lend their voices to create a resonant chorus of testimony and resistance Their collective contributions align with abolitionist and Civil Rights movements offering profound insights into the socio political landscapes of their times This diversity of voices coalesces to enhance the reader s understanding of the complexities and nuances inherent in the theme of freedom and human dignity Recommended for both its educational and emotional depth *Living to Tell the Horrid Tales* invites readers into a journey of exploration across myriad perspectives and narratives This anthology offers a unique opportunity to traverse the landscapes of hardship and hope presented through a multiplicity of styles and themes Readers are encouraged to engage with this collection not only to enrich their historical knowledge but to participate in the ongoing dialogue about freedom justice and humanity Through this singular volume one can appreciate the breadth of insights and the indelible impact of these powerful narratives on contemporary discourse Congressional Record United States. Congress, 1997 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in *The Debates and Proceedings in the Congress of the United States 1789 1824* the *Register of Debates in Congress 1824 1837* and the *Congressional Globe 1833 1873*

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