



INTERNATIONAL
STORYTELLING CENTER

**Curriculum Guide for Freedom Stories Discussion
“Emancipation Saturday: An Appalachian Tradition”**

Notes about this guide:

First, it is just that—a guide. It is meant to offer suggestions for how you might approach these important yet sensitive topics in your classroom, as well as ideas for how you might augment existing curriculum in your classroom. Please adapt it as necessary to fit your classroom’s needs.

Second, while it is aimed for 10th grade, many of the activities can easily be adapted both for lower and higher grades, and we encourage you to do so.

Third, since the International Storytelling Center is based in Tennessee, we have used the Tennessee state academic standards for Social Studies as our guide, but have also included Common Core standards where appropriate in an attempt to provide some reciprocity between and among state curriculums. Please feel free to use your own state standards in place of Tennessee’s or Common Core’s.

Fourth, our collective understanding of the subject matter covered in this and the other Freedom Stories Curriculum Guides is ever-evolving as we unearth forgotten narratives and seek out more complete truths. As such, there may be instances where certain instructional approaches are no longer useful, or where certain resources are no longer applicable. We encourage you to keep this in mind as you use this guide and adapt activities with new information as it becomes available.

Last, we welcome your feedback about this guide and its role in your classroom. Please reach out to us at FreedomStories@StorytellingCenter.net with comments, questions, and suggestions.

Lesson Title	The Celebration of a Piecemeal Freedom
Grade Band	10th Grade
Standard(s)	<p><u>Tennessee Social Studies Standards SSP.01:</u></p> <ul style="list-style-type: none"> • Collect data and information from a variety of primary and secondary sources, including: • Printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals) • Graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork) • Field observations/landscape analysis • Artifacts • Media and technology sources <p><u>Tennessee Social Studies Standards SSP.05:</u></p> <ul style="list-style-type: none"> • Develop historical awareness by identifying patterns of continuity and change over time, making connections to the present. <p><u>Tennessee Social Studies Standards AAH.20:</u></p>

	<ul style="list-style-type: none"> Assess the successes and failures of Reconstruction as they relate to African Americans. <p><u>CCSS.ELA-LITERACY.SL.9-10.1:</u></p> <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <p><u>CCSS.ELA-LITERACY.SL.9-10.2:</u></p> <ul style="list-style-type: none"> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <p><u>CCSS.ELA-LITERACY.RH.9-10.2:</u></p> <ul style="list-style-type: none"> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <p><u>CCSS.ELA-LITERACY.WHST.9-10.2:</u></p> <ul style="list-style-type: none"> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Lesson Objective(s)	<p>Students will be able to:</p> <ul style="list-style-type: none"> Summarize Andrew Johnson's role in Emancipation by considering both how he helped and how he hindered freedom. Explain the meaning of past and present of Emancipation Saturday celebrations by synthesizing descriptions by multiple people. Analyze the complementary roles of scholarship and storytelling by considering how each has contributed to Emancipation Saturday celebrations. Plan a class or school celebration in honor of Emancipation Saturday and Juneteenth by creating informational and recreational activities.
Essential Understanding/ Essential Question	How can we honor and celebrate freedom even as its progress may be halting and piecemeal?
Lesson Activities	<p>Lesson 1: What does Andrew Johnson have to do with Emancipation?</p> <ol style="list-style-type: none"> Warm-up: What do you already know about President Andrew Johnson? What do you already know about Emancipation? <ol style="list-style-type: none"> Allow students time to write answers or share with an elbow partner. Share responses as a whole class, writing important ideas down on the board or a piece of poster paper. Tell students they will be participating in a "Tea Party" to answer the question: What does Andrew Johnson have to do with Emancipation? Tea Party steps: <ol style="list-style-type: none"> Before class, print the first four pages of the PDF "Andrew Johnson Highlights," available at the bottom of the Emancipation Saturday discussion page. Cut the pages into

pieces so that you have enough segments for every student in your class to have one.

- b. In class, pass out one piece of the “Andrew Johnson Highlights” PDF to each student. Ask students to read their segment, paraphrase it, and make a prediction about Andrew Johnson’s role in Emancipation based on what they learned.
 - c. Ask students to mingle and find a partner. With their partners, they should share their segments and then write a new prediction based on both pieces of information.
 - d. Ask partners to mingle and join another partner, to form a foursome. Again, they should share their respective chunks of information about Andrew Johnson and then write another new prediction based on all the information before them.
 - e. Optional: Allow time for one more round of the party, either having students split into new groups of four OR creating groups of eight.
4. Ask each group to share their predictions about Andrew Johnson and his role in Emancipation. Add the predictions to the board along with students’ previous knowledge about Johnson and Emancipation.
 5. Watch the PBS documentary “[Eighth of August: Tennessee’s Celebration of Emancipation](#)” from the beginning to timestamp 13:02. Then allow students time to answer the following questions independently or with partners:
 - a. What were the steps of Johnson’s political career?
 - b. What was Johnson’s relationship to the institution of slavery? In what ways did he participate in it?
 - c. Why did Johnson not want Tennessee to be covered by the Emancipation Proclamation?
 - d. What do you think Johnson believed about slavery? Support your answer with specific evidence.
 - e. Do you think Johnson should be celebrated for his role in Emancipation in Tennessee? Why or why not?
 6. Lead a whole class discussion by asking: How close were our predictions from the beginning about Johnson and Emancipation to reality? Prompt students to support their answers with specific details about Andrew Johnson and his role in Emancipation.
 7. Ask students to write a one-paragraph summary of Andrew Johnson’s role in Emancipation. How did he help the cause of emancipation? How did he hinder it? If necessary, remind students of the notes on the board.
 - a. Ask students to share their summaries with a partner. Did they leave out any important details?
 8. Conclusion: Lead a whole class discussion about the history of Emancipation Saturday.
 - a. How do people in Tennessee celebrate Emancipation?
 - b. What should Johnson’s place in these celebrations be, given his complicated relationship to Emancipation?
 - c. Prompt students of the guiding question: “How can we honor and celebrate freedom even as its progress may be halting and piecemeal?” How does Johnson’s complicated relationship to Emancipation relate to this guiding question?

9. Homework: Ask students to finish viewing the PBS documentary “Eighth of August” and come to class prepared to explain, generally, what the significance of August 8th is in Appalachian history.

Lesson 2: What is Emancipation Saturday?

1. Warm-up: Write down three to five important details about Emancipation Saturday.
2. When students have written down their details, ask them to rank those details in order of importance: 1 for the most important, 2 for the second most important, etc. Encourage students to interpret “important” in whatever manner they think is appropriate.
3. Ask students to compare their rankings with at least two other students in the class. What details about Emancipation Saturday consistently showed up as most important? Make a list on the board.
4. Explain to students that this discussion is part of the Freedom Stories project by the International Storytelling Center. The project’s goal is to bring “together the folk art of storytelling with humanities scholarship to guide the public through a deeper public appreciation of the roles that African American stories have played in struggles for freedom, equality, and justice in the Central Appalachian region.” Lead a brief discussion about the nature of storytelling by using the following questions:
 - a. What do you think the difference is between “the folk art of storytelling” and “scholarship”? Guide students to recognize that “scholarship” (including the study of history) is presented as objective while “storytelling” is presented as subjective. Ask: Can any scholarship be 100% objective?
 - b. What is the emotional impact of storytelling? What is the emotional impact of scholarship?
 - c. What is the advantage of combining storytelling and scholarship?
5. Split students into two groups. Explain that each group will watch one segment of the “Emancipation Saturday ” discussion and prepare notes based on guiding questions to share with a partner from the other group. Students may work independently, in partners, or in small groups to create their notes. Stress that each student must create their own set of notes.
6. Group 1 Task: “Stumbling into History” - Students should watch the [“Emancipation Saturday”](#) discussion from 9:12 through 29:40 and prepare notes based on the following questions:
 - a. Who is Ned Arter? How is he related to Andrew Johnson? What is his personal connection to Emancipation Saturday?
 - b. How did each of the panelists learn about Emancipation Saturday? How much were they explicitly taught?
 - c. Arter says you have to tell kids about history because otherwise they will not know. Dr. Alicestyne Turley states that she and her peers stumbled into the history of August 8th accidentally. What can you conclude about the relationship between scholarship and storytelling based on these comments?
7. Group 2 Task: “Vast Contradictions” - Students should watch the [“Emancipation Saturday”](#) discussion from 29:40 through 46:20.

- a. Turley argues that Andrew Johnson played an important role in pushing Black lawmakers out of Tennessee politics. Who were those Black lawmakers? What happened to African Americans in the Tennessee legislature after their tenure?
 - b. What argument does Jasmine Henderson make about Samuel Johnson's importance in the history of August 8th?
 - c. What "vast contradictions" does William Isom describe about the history of Tennessee?
8. Direct students to find a partner who was in the other group. Allow time for students to explain their assigned portion of the discussion and share notes.
9. Still working with their partners, ask students to read more about the Black lawmakers who were pushed out of Tennessee politics on pages 6-9 of the PDF "Andrew Johnson Highlights," available at the bottom of the [Emancipation Saturday discussion page](#).
10. Lead a whole class discussion by using the prompts below:
 - a. Look back at our rankings about the most important details about Emancipation Saturday. Were our rankings correct? Why or why not?
 - b. Are there any additional details we should add to our list?
11. Conclusion: Return to the guiding question: How can we honor and celebrate freedom even as its progress may be halting and piecemeal?
 - a. What is the importance of sharing stories of August 8th?
 - b. How has storytelling helped write the history of August 8th?
 - c. How does the history/story of August 8th show the halting and piecemeal nature of the search for freedom in the United States?
12. Ask students to watch the remainder of "Emancipation Saturday" discussion (46:20 - end) for homework or provide time during class for them to do so. Encourage students to take notes by writing down moments that stick out to them and any questions they have based on what the panelists say.

Lesson 3: Let's Celebrate!

1. Warm-up: What is your favorite holiday to celebrate with your loved ones? What traditions and/or rituals does that holiday involve?
2. Allow students time to share their warm-ups. Ask: What makes a holiday a celebration? What elements does a celebration have? (i.e., food, dancing, recitations, songs, etc.)
3. Explain to students that they will plan an Emancipation Saturday celebration for their class or school and present their plans to the class. (Consider allowing students to vote on whether to hold the celebrations.)
4. Prompt students to take out the notes they completed for homework. Ask students to share what stick out to them, and answer student questions to clear up any misunderstandings.
5. Before beginning immediate plans, lead a whole class discussion using the following questions based on the "Emancipation Saturday" discussion. Encourage students to reference the discussion or their notes from the previous lesson in their answers:
 - a. Are there any other Emancipation celebration days beyond August 8th? (i.e., Watch Night Service and Juneteenth)

	<ol style="list-style-type: none"> b. How did Black Appalachians resist against and struggle with Jim Crow during their Emancipation celebrations? c. Should white people participate in Emancipation Day celebrations? d. Should Emancipation Saturday just get rolled into Juneteenth celebrations? Why or why not? <ol style="list-style-type: none"> 6. Split students into small groups to plan a celebration. <ol style="list-style-type: none"> a. Celebration task: Plan a celebration for Emancipation Saturday. The celebration should include opportunities to learn about the history of Emancipation Saturday and a chance to just have some fun. b. Each group should create an informational activity, text, or song to share the history AND plan for food, games, and/or music. What is one historical take away you want attendees of the celebration to leave with? c. Create a poster or slideshow to present the details of your celebration to your classmates. d. Tell students they can get ideas by revisiting the firsthand accounts of Emancipation Saturday events they heard in the PBS documentary "Eighth of August: Tennessee's Celebration of Emancipation." 7. Have students present their celebration plans to the class. 8. Lead a reflection discussion: <ol style="list-style-type: none"> a. What common elements did we see among these celebrations? b. How would you change or revise your plans based on what you saw from your classmates? c. What did you learn by planning these celebrations? d. How were these celebrations informed by scholarship? How were they informed by storytelling? e. What resources would we need to hold a celebration like the ones you planned? 9. Conclusion: Ask students the guiding question one final time: How can we honor and celebrate freedom even as its progress may be halting and piecemeal? <ol style="list-style-type: none"> a. How have past Emancipation Saturday celebrations represented a halting and piecemeal progress? (If necessary, guide students to draw connections from Andrew Johnson's complicated relationship with emancipation to Black Appalachians' struggles with Jim Crow when planning and holding celebrations.) b. How do your celebration plans acknowledge the piecemeal nature of freedom in the United States? c. How do your plans offer an opportunity to celebrate?
Materials	<ul style="list-style-type: none"> • Whiteboard, electronic whiteboard, and/or poster paper • Printed copy of the PDF "Andrew Johnson Highlights," available at the bottom of the Emancipation Saturday discussion page, cut into segments. • Technology to show a video to the whole class • Computers and internet access • Headphones for students to watch the video independently.

Accommodations

For the final task of planning and presenting a celebration, students can be grouped homogeneously or heterogeneously depending on the needs of the class. For students who need more support in this task, consider providing a slideshow template for the presentation.