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MISSION 2: "Flight to Freedom"

EDSITEment is a partnership among the [National Endowment for the Humanities](#), [Verizon Foundation](#), and the National Trust for the Humanities and is a member of the [Thinkfinity Consortium](#) of premier educational websites.

EDSITEment offers high-quality material on the Internet in the subject areas of literature and language arts, foreign languages, art and culture, and history and social studies for teachers, students, and parents. All websites linked to EDSITEment have been reviewed for content, design, and educational impact in the classroom. They cover a wide range of humanities subjects, from American history to literature, world history and culture, language, art, and archaeology, and have been judged by humanities specialists to be of high intellectual quality. EDSITEment is not intended to represent a complete curriculum in the humanities, nor does it prescribe any specific course of study.

The EDSITEment experience includes:

- a user-friendly website that offers easy homepage access to the latest offerings from EDSITEment and Thinkfinity partners
- NEH Connections: a feature that links to NEH-funded projects of particular relevance to educators
- user-defined lesson-plan searches that can be customized and filtered five different ways
- direct access to student resources and interactives from the homepage
- a rotating calendar feature with access to a full, yearly calendar

EDSITEment was selected as one of the top 25 websites for 2010 by the American Association of School Librarians and has been accepted into the Smithsonian Institution's Permanent Research Collection of Information Technology, the world's premier historical record of computing applications and innovations.

EDSITEment's [history and social studies search page](#) offers a full spectrum of resources related to US and global history.

EDSITEment resources related to the historical content of MISSION US "Flight to Freedom" include:

- **[Taking Up Arms and the Challenge of Slavery in the Revolutionary Era](#)**
Was the American Revolution inevitable? This lesson is designed to help students understand the transition to armed resistance and the contradiction in the Americans' rhetoric about slavery through the examination of a series of documents. While it is designed to be conducted over a several-day period, teachers with time constraints can choose to utilize only one of the documents to illustrate the patriots' responses to the actions of the British.
 - **[Slavery and the American Founding: The "Inconsistency not to be excused"](#)**
This lesson focuses on the views of the founders as expressed in primary documents from their own time and in their own words. Students see that many of the major founders opposed slavery
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as contrary to the principles of the American Revolution. Students gain a better understanding of the views of many founders, even those who owned slaves – including George Washington and Thomas Jefferson – who looked forward to a time when slavery would no longer mar the American Republic.

- **[African-American Communities in the North Before the Civil War](#)**
Fully one-third of Patriot soldiers at the Battle of Bunker Hill were African Americans. Census data also reveal that there were slaves and free Blacks living in the North in 1790 and after. What do we know about African-American communities in the North in the years after the American Revolution?
- **[From Courage to Freedom: Frederick Douglass's 1845 Autobiography](#)**
Curriculum Unit overview. In 1845 Frederick Douglass published what was to be the first of his three autobiographies: the *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*. As the title suggests, Douglass wished not only to highlight the irony that a land founded on freedom would permit slavery to exist within its midst, but also to establish that he, an American slave with no formal education, was the sole author of the work.
 - Lesson 1: [From Courage to Freedom: The Reality behind the Song](#)
 - Lesson 2: [From Courage to Freedom: Slavery's Dehumanizing Effects](#)
 - Lesson 3: [From Courage to Freedom](#)
- [Launchpad Frederick Douglass What to the Slave is the 4th of July?](#)
Guide students through a careful reading of Frederick Douglass' greatest speech.
- **[Families in Bondage](#)**
Learn how slavery shattered family life through the pre-Civil War letters of those whose loved ones were taken away or left behind.
- **[Perspective on the Slave Narrative](#)**
Trace the elements of history, literature, polemic, and autobiography in the 1847 Narrative of William W. Brown, *An American Slave*. This Lesson Plan was revised 01/19/2006
- **[Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources](#)**
The realities of slavery and Reconstruction hit home in poignant oral histories from the Library of Congress. In these activities, students research narratives from the Federal Writers' Project and describe the lives of former African slaves in the U.S. -- both before and after emancipation. From varied stories, students sample the breadth of individual experiences, make generalizations about the effects of slavery and Reconstruction on African Americans, and evaluate primary source documents.

