

Library of Congress and University of Maryland  
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... alone by Justice Lee ... of Maryland ...

Common Core Standards:

CCSS. LA-L

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*Br t Note-T ki g Sheet*

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agenda:

1. The cartoonist uses the term 'blind' to buy an 'whole'

Time: 5 minutes

Students will analyze a cartoon representing the parable of the blind men and the elephant as a hook. Students should write their responses to guiding questions silently and independently.

1. What is happening in this picture?
2. What is this image saying about perspective?  
How does this message connect to the study of history?

Invite students to share responses for a whole-class analysis of the image.

The teacher will want to connect the image to the idea that multiple perspectives/interpretations can be presented at once.

Time: 5 minutes (class) Time: 2 minutes

How and why

Describe briefly that students will be corroborating various and multiple points of view to learn about a ship upon which nearly 70 million African women were taken in order to escape enslavement in Washington DC.

Objective: Thinking Skills: Perspective/Introduction (whole class- 5 minutes)

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(whole class) Time : 10 minutes

Conduct a whole class discussion. Some questions for guiding the learning can be:

1. How do your predictions about *The Pearl* incident compare with your understanding of it now? What role did sourcing play in any changes in your understanding?
2. Why is it that there is no account from Juan Diggs? How does this hinder our ability to understand who betrayed the mission of *The Pearl*?
  - a. What if all the sources had their account on Nepperson's account?
4. What additional information about the sources would have helped you to determine author credibility?
5. How does this historical analysis relate to the study of the

... community in ... how ... *The Pearl* ...  
... try to ...





Notes from *The Pearl* Lectur (co t'd)

**The Pearl:**

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Summary D tails:

**D i l Dr yto :**

**Joh P y t r:**



Handout 2

Student Name :





**Docum t C**

**Source :** xc rpt from John H. aynt r's "Th Fugitiv□□□m□

... Pennsylvania Anti-Slavery Society's (foun  
... the escape and freedom of many enslaved  
... Sayre's: "The way in which Americans are  
... Liberty at Home" (April 22, 1848). Retrieved

... 5th of April, slavery is a human being's

**Docum t E**

**Sourc :** xc rpt



**The Pearl Source Organizer**

**Directions:** As you carefully and closely read the documents please record the key information paying special attention to the following:

**Notes:** Refer to the

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University of Maryland - Difficult  
History, Troubling Time: Wrecks  
Dr. Magdalena H. Gross and Al  
Funded by the Library of Congress

*The Pearl* Source Organizer (Part 2)

Why might

## The Pearl Timeline

**Directions:** Using the documents fill in the timeline below to chart the events of *The Pearl*.

The timeline consists of a central vertical column and two side columns. Each column contains a series of rectangular boxes, some of which are shaded gray, intended for students to fill in with key events from the story. The central column has 10 boxes, the left side column has 10 boxes, and the right side column has 10 boxes.

University of Maryland - Difficult History Project: Teaching with Primary Sources: Trouble  
History, Teaching Time: Working with Maryland's Difficult Past in a Primary Source  
Dr. Magdalena H. Gross and Alison Jovanovic  
Funded by the Library of Congress Awards / Contract # 17041000





***The Pearl* R ki Cr di ili**

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