



Contributor: Kathleen Mazzacco and Diane Oliver **Grade Level:** 12

- 1. Identify the standards to be addressed:** NJ Student Learning Standards for ELA--Progress Indicators for Reading Literature
- 2. Statement of the objective and lesson outcomes:** Students will be able to identify and describe the economic and sociological effects of the 19th century South on the life of Amanda America Dickson.
- 3. Materials, resources, and technology to be used by teacher/students:**
Book: *Woman of Color, Daughter of Privilege: Amanda America Dickson 1849-1893* by Kent Anderson Leslie (1995) ISBN: 9-780-8203-1871-4
Resources: All are in the book in appendixes - The African American Dickson Family Oral History (p. 135), Julia Frances Lewis Dickson's testimony in will case (p. 140), appendixes--tables (p. 149)
Technology--whiteboard or overhead projector
- 4. Introduction of the topic:**
Establish a timeline of the life of Amanda America Dickerson.
- 5. Procedure for instruction:** Students will follow the specific actions listed under each objective in order to accomplish that learning goal. These actions encourage students to interpret, predict and evaluate in order to exercise higher level thinking skills
- 6. Lesson closure:** a) Amanda's story "is a picture of a raceless 'little princess of the hinter isles' raised in a make-believe world." (p. 43) What does the author mean by this? Do you agree? Explain why or why not. b) Pretend you are the author, and you must decide on a title for the book. What would your title be and explain why.
- 7. Assessment of Understanding:** a. Student assignments in each unit based on chapter material. b. Student will complete question 1 or 2. Student choice.
 - 1: Write a 2,000-word paper that answers this question: Was Amanda America Dickson a victim? Why or Why not?
 2. Write a 2,000-word paper noting whether David Dickson's will helped and/or hurt Amanda America Dickson and her children, Julian Henry Dickson and Charles Green Dickson. Cite examples to explain your rationale. Include reference to the following questions: • What was David Dickson's legacy to his daughter and society? • What was Amanda's legacy to her sons and society? • If you could, would you trade places with Amanda America Dickson and live the life she lived? State your reasons.

Woman of Color, Daughter of Privilege
Amanda America Dickson 1849-1893
by Kent Anderson Leslie

Acknowledgments (pp. ix-xii) --Introduction (pp. 1-14)--Chapter 1 (pp. 15-31)

Learning objectives:

Students Will Be Able To (SWBAT):

1. organize a timeline of the life of Amanda America Dickerson AND previously established/new laws that regulated the lives of free/enslaved African Americans. (RL.11-12.1)
 - a. Create a timeline and label the significant dates (in the same color) in the life of Amanda America Dickson. Report the significance of each date and write it above
 - b. Label the timeline in objective #1 with the dates (in a different color from Amanda America's) of significantly historic events and laws (that negatively affected the lives of free and/or enslaved African Americans). Identify what occurred legally at each date and write it below the timeline. [See Example of Objective #1.]

2. predict which laws from her/his timeline the class will defend as having the greatest negative effect of the lives of African Americans of any time. (RL. 11-12. 4)
 - a. Judge the labels and circle the five that (s)he renders most negative in the freedom (or lack of freedom) of African Americans in that town/city, state or part of the country.
 - b. Combine into groups of three students. Survey each other and indicate which laws (if any) all three of you selected in common.
 - c. If all three students made the same choices, they will produce, through discussing, agreement on the most important three choices from the five listed by each student. If the students did not choose the same, they will assess their choices through discussion until all three can agree on at least three choices.
 - d. Give your group a name.
 - d. One student from each group will write the name of the group and, under it, list one of the group's three choices. A second student will add a different one of the group's three choices. The third student will add the last of the group's three choices.
 - e. The class will identify choices that are included in every group's list of three choices. A volunteer student will circle these choices.

3. assess which of the labels on the board (If the class is very large, assess which of the circled labels on the board) most impeded the possibility of a free and fair society. (RL.11-12.6)
 - a. The teacher will conduct a show of hands vote.
 - b. Several students can orally verify why (s)he feels that way.

4. analyze *The Acknowledgments* and Introduction sections. (RL.11-12.5)
 - a. Formulate at least seven primary sources the author used.

5. formulate the three categories into which historical texts on mixed families in the nineteenth-century South fall. (RL.11-12.3)
6. appraise the demographics of the years 1802-1860. (RL.11-12.3)
 - a. Examine the table and text on pp. 18-20.
 - b. Devise the conclusions that can be drawn.
7. compare the role of cotton to ownership of slaves in Hancock County from 1830 to 1860. (RL.11-12.2)
 - a. Construct a graph that shows the rise of cotton between 1830-1860.
 - b. Per Table 1.3, estimate the percentage of families who owned slaves.
 - c. Explain what accounts for the wealth of planters and farmers in the \$10,000 group as contrasted to those in the \$1,000-\$9,999 group.
8. combine information about institutions and manners to develop the sociological status of blacks, whites, and Amanda America and her father. (RL.11-12.7)
 - a. Measure the number of institutions that were black only, white only, not segregated during the antebellum period.
 - b. compile institutions that show that Hancock City was becoming wealthier and more 'civilized'
 - c. investigate and explain how "manners and a shared sense of . . . honor" (p. 30) applied to whites, to black & white relationships, to Amanda America Dickson and her father.

Chapter 2 (pp. 32-75)

Learning objectives:

SWBAT:

1. compare and contrast the wills of David Dickson's father and David Dickson's own will. (RL.11-12.6)
 - a. Determine and summarize Dickson's reasoning for the content of his will.
2. Evaluate how David's relationship with Julia threatened the essential myths. (RL.11-12.6)
 - a. Lay out the two major acts of violence that were incurred on Julia Frances Dickson.
 - b. Interpret how these acts of violence affected David's relationship with Julia.
 - c. Break down the essential myths that this relationship threatened.
 - d. Interpolate your own thoughts on this relationship.
3. Describe Amanda America's upbringing. (RL.11-12.1)
 - a. Identify the activities in which Amanda engaged during her upbringing.
 - b. Assess Amanda's activities and enumerate those that characterized her as a young lady.
4. Critique David Dickson's economic status. (RL.11-12.2)
 - a. Clarify David's economic status by 1860.
 - b. Express David's creation in your own words.
 - c. Define how David's creation affected the system of slave labor.
 - d. Critique if the statement from "c" is really true. Cite textual evidence.

- e. Summarize David's economic situation after the Civil War ended.
- f. Expose the paradox discussed on p. 63.
- g. Identify how David Dickson extended his wealth from the late 1870's to the early 1880's.

5. Portray Amanda America's place in her family. (RL.11-12.2) (RL.11-12.4)

- a. Explain the components of the "inside" family vs. the "outside" family.
- b. Judge why the "inside" family became the "outside" family,
- c. Determine what else was in jeopardy when this transformation took place.
- d. When David Dickson died, Amanda America clung to him and repeated over and over, "Now I am an orphan." Interpret what you think she meant by this.
- e. Conclude the meaning of the quote, "Like a clap of thunder this event shattered the silence that had separated David Dickson's private life from his public life." (p.75)

Chapter 3 (pp. 76-104)

Learning objectives:

SWBAT:

1. Discuss how David Dickson arranged for acceptance of his will. (RL.11-12.4) (RL.11-12.5)

- a. Determine the aspects of his life that the author claims David Dickson utilized before his death to ensure that his will would be accepted.
- b. State and defend your position as to whether you agree with the author's position in "a".

2. Create a "playlist" of the actors in the will case and analyze their importance. (RL.11-12.6)

- a. Detail the actors in David Dickson's will case.
- b. Select the two actors that you believe were the most important.
- c. Explain your choices from "b".

3. Measure changes in the economy, religion, education and segregation in Sparta in 1885 (the year of the will case). (RL.11-12.2)

- a. Cite examples of segregation in Sparta in 1885.
- b. Characterize changes in the economy.
- c. Compare and contrast the economic condition of Hancock County by the 1880's and David Dickson's economic situation around 1860.
- d. Explain the religious tone.
- e. Summarize the situation of education.

4. Outline the major conditions and the resulting implications of David Dickson's will. (RL.11-12.1)

- a. State the contents of David Dickson's will.
- b. Identify the reasons given by David Dickson's disgruntled white relatives for refusal of admission of his will to probate.
- c. Explain how the complaints of the disgruntled white relatives from "b" were rebuffed.
- d. Formulate the outcome of the claims by the disgruntled white relatives that there was undue influence on David Dickson when he wrote his will.

- e. Determine the reasons given to rebut the claims that David Dickson was not Amanda America's father.
- f. Explain the issue of public policy, the last objection to David Dickson's will and its resolution.
- g. Verify why the opponents of the will ultimately decide to settle with Amanda America.
- h. Evaluate Table 5a (p. 153). Judge the effects of the information in Table 5a on the will case.
- i. Share if (s)he knows of anyone who has/had a contested will.
- j. Share if (s)he knows of anyone who has/had an argument over money (for example, a monetary loan to a family member) which might have led to claims of favoritism by other family members
- k. Interpret or predict the lingering psychological effects of perceived favoritism by other family members.

Chapter 4 (pp.105-135)

Learning objectives:

SWBAT:

1. Describe the very real concerns facing Amanda immediately after her father's death.
 - a. Discuss how Amanda's race and privilege factored into these concerns.
 - b. State the considerations involved in Amanda's choice of residence after her father's death.
 - c. Identify the conflict Amanda may have experienced after her father's death.
2. Assess Amanda's issues of safety.
 - a. Interpret Amanda's safety needs based on Maslow's Hierarchy of Needs.
 - b. Discuss the choices Amanda made that were related to her and her children's safety.
3. Examine the meaning of the word orphan as to how it relates to Amanda.
 - a. Explore Amanda's feelings of being an orphan though her mother was still living.
4. Create a real estate advertisement to encourage elite black families to move to Amanda's neighborhood, 452 Telfair Street, Augusta (1886)
 - a. Note the various modern aspects and conveniences abound in Augusta.
 - b. Devise and rank a list of positive aspects /selling points of life in Augusta.
5. Describe how Amanda's life changed after moving to Augusta.
 - a. Appraise the relationship between Amanda and her neighbors.
 - b. List the gifts of land bestowed upon her children and other family members.