

Trail to Integration: The Manassas Industrial School Writing Exercise

After discussing the handout concerning the life at the Manassas Industrial School, ask your students to reflect on their knowledge of African American history with the following discussion points:

What prevented African American children from attending the same schools as white children?

Compare the life and accomplishments of Jennie Dean to another African American figure. How are they similar and how are they different?

SOL Fulfillments

Civics

- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Virginia Studies

- VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- c) compare and contrast historical events;
 - d) draw conclusions and make generalizations;
 - e) make connections between past and present;
 - f) sequence events in Virginia history;
 - g) interpret ideas and events from different historical perspectives;
 - h) evaluate and discuss issues orally and in writing;

Civil War and Postwar Eras

- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
- b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians;

Virginia: 1900 to the Present

- VS.9 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
- c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;

United States History to 1865

- USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
 - b) make connections between the past and the present;
 - d) interpret ideas and events from different historical perspectives;
 - e) evaluate and discuss issues orally and in writing;

United States History: 1865 to the Present

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
 - b) make connections between the past and the present;
 - c) sequence events in United States history from 1865 to the present;
 - d) interpret ideas and events from different historical perspectives;
 - e) evaluate and debate issues orally and in writing;

Reconstruction: 1865 to 1877

- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - b) describing the impact of Reconstruction policies on the South and North;

English

- 4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
 - b) Contribute to group discussions across content areas.
 - c) Seek ideas and opinions of others.
 - d) Use evidence to support opinions.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.
 - f) Communicate new ideas to others.
- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- a) Participate in and contribute to discussions across content areas.
 - b) Organize information to present in reports of group activities.
 - c) Summarize information gathered in group activities.
 - d) Communicate new ideas to others.

- 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- b) Use a variety of prewriting strategies.
 - c) Organize information to convey a central idea.
 - d) Write a clear topic sentence focusing on the main idea.
 - f) Use precise and descriptive vocabulary to create tone and voice.
 - g) Vary sentence structure by using transition words.
 - h) Revise for clarity of content using specific vocabulary and information.
 - i) Include supporting details that elaborate the main idea.