



GeoCivics Lesson: *What Made Henry Brown So Unique?*

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| <p>Teacher(s): Jake Wager</p> | <p>Lesson Title: What Made Henry Brown So Unique?</p> | <p>Grade Level: Middle School</p> |
| <p>Notes: This lesson will take three or four days to complete.</p> | | |
| <p>Pre-existing Knowledge: ace?)</p> <ul style="list-style-type: none"> ● It is important that students know what the abolitionist movement was. ● Students should know that enslaved people tried many different ways to escape their enslavement. | | |
| <p>Overview of Content:</p> <p>People who had escaped their enslavement headed north to gain their freedom and to escape intolerable situations. They needed courage and resourcefulness to evade law enforcement officers and professional slave catchers who earned rewards for returning them to their masters. Southerners bitterly resented those in the North who assisted the slaves. They coined the term “Underground Railroad” to mean an organized network devoted to keep slaves away from their masters, sometimes even crossing the border into Canada. There was no actual physical “railroad” with engines and tracks, but the term stuck. In 1850, Congress passed the Fugitive Slave Law that levied heavy fines on anyone guilty of helping slaves to escape. Many in the north resented the law that forced them to help sustain a system that they opposed.</p> | | |
| <p>Purpose: <i>What will students learn?</i></p> <p>Students will learn about the amazing story of Henry “Box” Brown. They will learn that he was born enslaved, but was able to eventually find his freedom. They will learn how Brown took a unique idea to escape enslavement and put it into action. Students will learn how difficult it was for Henry “Box” Brown to survive his escape by reading a primary source document, an interview given by Mr. Brown told in a newspaper.</p> | | |
| <p>National & State Social Studies Standard(s): NCSS National Curriculum Standards for Social Studies</p> <ul style="list-style-type: none"> ● Theme 1: Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity | | |

- **Theme 2: Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of the past and its legacy.
- **Theme 3: People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments.
- **Theme 4: Individual Development and Identity:** Social studies programs should include experiences that provide for the study of individual development and identity.
- **Theme 5: Individuals, Groups, and Institutions:** Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- **Theme 10: Civic Ideals and Practices:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Iowa Social Studies Standards

- SS.8.2. Construct supporting questions that demonstrate the relationship between them and the compelling question in an inquiry
- SS.8.5. Independently, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
- SS.8.13. Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts.
- SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.
- SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness.

National & State Geography Standard(s):

NCGE - National Council for Geographic Education standards

- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface.
- Standard 12: The processes, patterns, and functions of human settlement.

Iowa Social Studies Standards

- SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.

ELA Standards: (To teach/review and support emergent multilinguals (EMLs) English language development):

- Cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (RH.6-8.2)
- Analyze the relationship between a primary and secondary source on the same topic. (RH.6-8.9)

ISTE Teacher and/or Student Standard:

- 1.3 Knowledge Constructor
 - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
 - c. Curate Information. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Functions: (What language function(s) can be embedded in lesson discussions to build deeper understanding while supporting language development?)

- Inquiry/Seeking Information
- Summarizing/Informing
- Justifying/Persuading

Objective(s): (Explicit & Measurable - suggested one per standard in each category.):

Students will be able to:

- Write compelling and supporting questions about the escape of Henry “Box” Brown.
- Identify how runaway enslaved people relied on the help of abolitionists to escape freedom.
- Summarize the remarkable story of Henry “Box” Brown’s escape from slavery.
- Make a claim about the difficulty of Henry “Box” Brown’s escape from slavery and support that claim with evidence.

| SIOP Elements | | |
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| Preparation Adapting content Linking to background Linking to past learning Strategies used | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes Reading Writing Speaking Listening | Application Hands-On Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |

Evidence of Mastery (Measurable): – this section is for guidance ONLY; do not write here

Formative - After analyzing the [Henry Box Brown - Encyclopedia Virginia](#) and reading [Henry Box Brown interview](#), students will be asked to turn in their Guided Reading Notes (see below). The teacher will need to check to make sure accurate information is written about the remarkable escape of Henry “Box” Brown.

Summative - The students will turn in their “Key Ideas and Details” summaries and claims made about the compelling question, “What Made Henry “Box” Brown so Unique?” (See below). The teacher will ensure the students have accurately summarized the primary source document [Henry Box Brown interview](#), and determined its central idea. The teacher will also be sure the students have made a claim to help answer the compelling question: what made Henry “Box” Brown so unique, and that they have supported this claim with evidence from the readings.

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| Exceeds Expectations | Information, research and ideas about the Henry Box Brown are presented both in writing with a full | 4 |
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| | essay paper, and in presentation form (PowerPoint presentation, poster, etc.) | |
| Meets Expectations | Writes a paragraph that makes a claim addressing the compelling question and supports that claim with evidence and provides an accurate summary of the Henry Box Brown story. | 3 |
| Approaches Expectations | Paragraph written makes a claim but fails to connect it to evidence. The summary lacks details, missing key information, or offers too much detail. | 2 |
| Fails to Meet Expectations | Fails to make a claim and support it and does not accurately summarize the learning. | 1 |

Key vocabulary:

- **Abolitionist** - a person who actively works to assist in the end (abolition) of slavery.
- **Underground Railroad** - a network of secret routes and safe houses established in the United States during the early to mid-19th century used by enslaved African Americans primarily to escape into free states.
- **Summary** - a brief statement or account of the main points of something.
- **Central Idea** - a brief, overall summary of what the entire story or document is about.
- **Claim** - state or assert that something is the case.

Materials:

- iPad or laptop for research and reading
- Guided Reading Notes - below
- [Written Document Analysis Worksheet](#)
- Key Ideas and Details - below
- Sources/Documents:
 - [The Resurrection of Henry Box Brown at Philadelphia](#)
 - [Henry Box Brown - Encyclopedia Virginia](#)
 - [Henry Box Brown interview](#)

Sources:

- [Right Question Institute](#)
- [The Resurrection of Henry Box Brown at Philadelphia](#)
- [Henry Box Brown - Encyclopedia Virginia](#)
- [State Historical Society of Iowa](#)
- [Henry Box Brown interview](#)

Engage

Teacher Will:

1. Organize the class into small groups of three to four students.

Student Will:

1. Move into their small groups and prepare for the QFT activity.

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| <ol style="list-style-type: none"> 2. Hand out one large piece of chart paper to each group, along with a marker for writing on the chart paper. 3. Tell the students that they will be conducting a QFT (Question Formulation Technique). Explain that this is an engagement technique used to help students learn how to write and ask good questions. They will see an image and they need to write questions about the image. Tell the students the rules for the QFT: <ul style="list-style-type: none"> ○ Ask as many questions as you can. ○ Do not stop to discuss, judge or answer any questions. ○ Write down every question exactly as it is stated. Number questions. ○ Change any statements into questions. 4. Display the image The Resurrection of Henry Box Brown at Philadelphia and instruct students that they have five minutes to write down as many questions about the image as they can think of. <p>(NOTE) This is known as the Q-Focus. It is a good idea to assign one student to be the writer, but make sure that student is able to write some of their own questions.</p> <ol style="list-style-type: none"> 5. After the five minutes of writing questions is over, tell students it's now time to improve their questions. 6. Tell them they might have these two kinds of questions in your list: <ul style="list-style-type: none"> ○ Close-Ended Questions: They can be answered with "yes," "no," or one word. ○ Open-Ended Questions: They require an explanation and cannot be answered with "yes," "no," one word. 7. Tell students to Identify closed and open-ended questions. <ul style="list-style-type: none"> ○ Mark the closed-ended questions with a C and the open-ended questions with an O. | <ol style="list-style-type: none"> 2. Select one student to be the writer (scribe) for the group and be prepared to write on the chart paper. 3. Listen and agree to the rules of the QFT. <ul style="list-style-type: none"> ○ Ask as many questions as you can. ○ Do not stop to discuss, judge or answer any questions. ○ Write down every question exactly as it is stated. Number questions. ○ Change any statements into questions. 4. Analyze the image (Q-Focus) displayed by the teacher and begin asking questions out loud in the group for the scribe to write down. 5. Help your group members to identify the open and closed-ended questions and ensure the scribe identifies each question with either an O or a C for open and closed. 6. Participate in the class discussion and orally answer the questions posed by the teacher. <ul style="list-style-type: none"> ○ <i>Which type of questions might be more beneficial to find out specific and important information?</i> ○ <i>Which types of questions might make you think more and may require more research or effort to answer?</i> 7. Participate with the group to rewrite one of the closed-ended questions to make it open-ended, and one of their open-ended questions to make it closed-ended. 8. Participate with the group to prioritize their questions by marking, highlighting, or indicating in some way the three questions they think are the most important questions to help them understand the Q-Focus (image of Henry Box Brown). 9. Be willing to stand and present the three priority questions their group selected. 10. Participated in the discussion about the types of sources and information needed in order to help answer the priority questions posed by the different groups. 11. Hang the chart paper with the three priority questions from the group somewhere in the classroom. |
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| <p>8. Lead the students in a discussion about open and closed-ended questions.</p> <ul style="list-style-type: none"> ○ Which type of questions might be more beneficial to find out specific and important information? ○ Which types of questions might make you think more and may require more research or effort to answer? <p>9. Now instruct the students to rewrite one of their closed-ended questions to make it open ended, and one of their open-ended questions to make it closed-ended.</p> <p>10. Now, have the students prioritize their questions by marking, highlighting, or indicating in some way the three questions they think are the most important questions to help them understand the Q-Focus (image of Henry Box Brown).</p> <ul style="list-style-type: none"> ○ The teacher should now have each group, one-by-one, stand and present their three priority questions. <p>11. The teacher now needs to lead the students in a discussion about the types of sources and information they would need in order to help answer the priority questions posed by the different groups.</p> <p>12. Have each group now hang their chart paper somewhere in the room.</p> <ul style="list-style-type: none"> ○ The teacher can also have the class vote on the questions and narrow them down as a class to about two or three priority questions if time and desire allows. | <p><u>Academic Language Function</u> 01 - Inquiry/Seeking Information 06 - Analyzing</p> <p>(Grouping: Groups) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)</p> |
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Explore

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| <p>Teacher Will: IQ 1# - <i>What is the story of Henry Box Brown?</i></p> <ol style="list-style-type: none"> 1. Project to the class the reading: <ol style="list-style-type: none"> a. Henry Box Brown - Encyclopedia Virginia | <p>Student Will:</p> <ol style="list-style-type: none"> 1. Participate in the read aloud with the class on the background/explore article: <ul style="list-style-type: none"> ○ Henry Box Brown - Encyclopedia Virginia |
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2. Choose the tab for 8th grade reading level, or a level you feel is needed for your class.

Read the article about the remarkable life of Henry Box Brown.

3. Provide an electronic copy for the students to follow along with the read aloud, or print out a class set of the article for each student.

4. While reading the article, the teacher will model good reading by conducting a “think aloud.”

- b. As the teacher reads, pause and offer what you are thinking as you read, such as summarizing key points and ideas.
- c. Highlight and discuss important vocabulary terms and define them.
- d. If you make a mistake with your reading, model how to go back and correct the mistake and why that is important.

(NOTE) Talk to the students about the importance of reading *with good...*

- Expression: Students should be able to match their expression and volume to the tone and mood of the reading material - Additionally, punctuation can provide cues for how students should flex their voices.
- Phrasing: the ability to chunk words into phrases - students should be able to apply expression and volume based on punctuation cues and clauses in order to read with appropriate and smooth phrasing.
- Smoothness: elements of chunking in that students should be able to read material smoothly, pausing only when appropriate.
- Pace: the rate at which the student reads. While there are several markers and norms, a student’s reading should sound conversational, which means that the appropriate pace for each student may differ. [Landmark Outreach](#)

2. Follow along with the electronic copy (make sure to select the appropriate grade level for the reading) or hard copy provided and listen to the teacher model what good reading sounds like.

- Listen and respond when asked about the teacher's reading strategies.
- Listen to how they fix mistakes when they read, or how they pause to think and reflect at times as they read to ensure comprehension.
- Listen to how they think about key vocabulary words and how they are defined and how they apply to the text.
- Listen to your teacher talk about the importance of reading with good expression, phrasing, smoothness and pace.
- Practice silently reading the text while the teacher reads the text.
- If asked, engage in an echo read - the teacher reads a line or two and you read it back to them with same phrasing and expression, or choral read - read together as a whole class.
- Practice reading with the class in a safe place where you don’t have to read in front of everyone, but rather, quietly with everyone.

3. Receive the Guided Reading Notes and write your name on the paper.

4. Work independently or with a partner to re-read the article about Henry Box Brown and answer the questions on the Guided Reading Notes.

- Remember the reading strategies and components (expression, phrasing, smoothness and pace) that you worked on or had modeled in class as you read the article the first time, and apply these strategies and components in your second reading of the article.

Academic Language Function

01 - Inquiry/Seeking Information

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| <p>(NOTE) The teacher could also do an echo or choral reading to allow for a safe space for students who are not quite fluent in their reading to practice out loud reading without the potential embarrassment of making mistakes in front of their peers.</p> <p>5. After completing the read aloud, hand out the Guided Reading Notes (see below) and instruct the students to read the article again.</p> <ol style="list-style-type: none"> a. Emphasize that repeated reading is one important aspect of becoming a fluent reader. <p>6. The students will now read through the background/explore article again and answer the guided reading notes (see below) as they read.</p> <ol style="list-style-type: none"> b. Allow struggling readers to engage in a partner read or work in small groups to re-read the story and answer the questions. c. The teacher should move around the room to monitor and guide students with this reading activity. <p>(Preparation: Strategies Used) (Scaffolding: Guided Practice)</p> | <p>02 - Summarizing and Informing 06 - Analyzing</p> <p>(Grouping: Independent/Group) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)</p> |
| <p>Explain - Formative Assessment</p> | |
| <p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Ask students to share out to their class answers to the guided reading notes to ensure accuracy of the information. <ol style="list-style-type: none"> a. Ask students to add to or adjust their answers as they listen to the discussion on each of the questions. <p>(NOTE) Project or write answers to the questions on the whiteboard to support struggling readers and writers, or students who are learning English as an additional language to their first language(s) they know.</p> <ol style="list-style-type: none"> 2. Collect the Guided Reading Notes to check for accuracy and to use a formative assessment before allowing | <p>Student Will:</p> <ol style="list-style-type: none"> 1. Listen and participate in the class discussion of the answers to the Guided Reading Notes. <ol style="list-style-type: none"> a. Fix or add to your answers as you listen and participate in the discussion. b. Volunteer to answer a question verbally or on the white board in writing if asked. 2. Ensure that your Guided Reading Notes are accurate and complete before moving on to the document analysis. <ol style="list-style-type: none"> a. Turn these notes in to your teacher to serve as a formative assessment on your learning. <p><u>Academic Language Function</u></p> |

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| <p>students to move on to the primary source analysis in the elaborate section that follows.</p> | <p>01 - Inquiry/Seeking Information 02 - Summarizing and Informing 03 - Comparing and Contrasting 08 - Justifying and Persuading 11 - Evaluation</p> |
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Elaborate

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| <p>Teacher Will: IQ #2: <i>What made Henry Box Brown so Unique?</i></p> <ol style="list-style-type: none"> 1. The teacher will say to the class, let’s do some research to find out what made Henry Box Brown so unique. <ol style="list-style-type: none"> a. The teacher should ask questions to the class to answer and discuss as a whole group like: <i>What do you think Henry was thinking about when he was inside the box? What type of documents would be helpful to us in order to answer IQ #2 - What made Henry Box Brown so unique?</i> 2. Hand out both the Henry Box Brown interview and the National Archives Written Document Analysis Worksheet and lead the class in a discussion to help answer the sourcing questions (sections 1-5) about the document. <p>(NOTE) The last section of the Written Document Analysis Worksheet (section 6 - document information) should be completed after completing a reading on the primary source document - Henry Box Brown interview.</p> <ol style="list-style-type: none"> 3. Read the primary source document from Henry Box Brown aloud to the class. <ol style="list-style-type: none"> a. Provide an electronic copy for the students to follow along with the read aloud, or print out a class set of the article for each student. b. There is both a written transcript and a printable excerpt of the newspaper interview on the State Historical Society of Iowa web page. | <p>Student Will:</p> <ol style="list-style-type: none"> 1. The student should be actively listening to the class discussion and teacher questions and participating. <ol style="list-style-type: none"> a. <i>What do you think Henry was thinking about when he was inside the box? What type of documents would be helpful to us in order to answer IQ #2 - What made Henry Box Brown so unique?</i> 2. Students receive the Henry Box Brown interview and the National Archives Written Document Analysis Worksheet and participate in the discussion about sourcing the document. <ol style="list-style-type: none"> a. Fill out the first five sections with the teacher and classmates together. 3. Using their provided copy of the Henry Box Brown interview, students will listen and actively participate in the read aloud of the primary source document. <ol style="list-style-type: none"> a. Actively listen to the teacher model what good reading sounds like. b. Listening and respond to times when the teacher stops to ask questions, think about their thinking, summarize parts of the reading, etc. c. Also, students should listen to the teacher explain the importance of reading with good expression, phrasing, smoothness and pace. |
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| <p>4. While reading the interview, the teacher will model good reading by conducting a “think aloud” similar to earlier in the lesson.</p> <ol style="list-style-type: none"> Pause and offer what you are thinking as you read, such as summarizing key points and ideas. Highlight and discuss important vocabulary terms and define them. If you make a mistake with your reading, model how to go back and correct the mistake and why that is important. Discuss the importance of reading with good expression, phrasing, smoothness and pace. Consider an echo or choral reading for parts of the document. <p>5. After completing the read aloud, answer the questions together from section 6 (document information) of the Written Document Analysis Worksheet that was not completed from the sourcing at the beginning.</p> <ol style="list-style-type: none"> Have the students work in pairs or small groups to answer questions A-E on the worksheet. Then share out and ensure all students have completed the worksheet accurately. | <ol style="list-style-type: none"> If asked, the student should actively read and participate in an echo or choral read for parts of the document. <p>4. Once the read aloud with the teacher is complete, the student will answer the questions with the class together from section 6 (document information) of the Written Document Analysis Worksheet that was not completed from the sourcing at the beginning.</p> <ol style="list-style-type: none"> Students may be asked to work in pairs or small groups to answer questions A-E on the worksheet. <p>5. The Written Document Analysis Worksheet should be turned in by the student.</p> <p><u>Academic Language Function</u></p> <p>01 - Inquiry/Seeking Information 02 - Summarizing and Informing 05 - Classifying 06 - Analyzing 07 - Inferring, Predicting, and Hypothesizing</p> <p>(Grouping: Independent/Group) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)</p> |
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Evaluate - Summative Assessment

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| <p>Teacher Will:</p> <ol style="list-style-type: none"> Hand out the Key Ideas and Details assignment (see below), or provide it electronically, and instruct the students to read the Henry Box Brown interview again. <ol style="list-style-type: none"> On this evaluative assignment, the students will synthesize all the information they have learned from the The Resurrection of Henry Box Brown at Philadelphia article with the information they obtained from the Henry Box Brown interview. | <p>Student Will:</p> <ol style="list-style-type: none"> Students will accept the Key Ideas and Details evaluation assignment (see below) either electronically or in print. The student will consider and reflect on all of their learning about Henry Box Brown and what made him so unique. <ol style="list-style-type: none"> The Resurrection of Henry Box Brown at Philadelphia Henry Box Brown - Encyclopedia Virginia |
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2. Now tell the students they will be evaluated on their ability to determine the key ideas and details of a primary source document.
 - a. Explain to the students that a good summary will retell the most important points from the reading from the beginning, through the middle, and to the end.
 - b. They are not too wordy, but also they don't miss any of the key ideas in the reading.
 - c. Explain that they are to fill out the three sections of the summary component in the Key Ideas and Details evaluation (beginning, middle, end).
 - d. The teacher may elect to fill out the beginning portion of the assignment together as a class using modeling and a think aloud.
3. Once they have completed the summary portion of the evaluation, instruct the students to write a central idea for the letter.
 - a. The central idea is the main point that the author is making. In other words, what was the purpose of the writing? What was the goal or intended outcome?
4. Finally, instruct the students to make a claim by answering the IQ #2: What made Henry Box Brown so unique?
 - a. The teacher can provide a sentence starter to get them started - usually is the question rewritten as a phrase:
 - i. Henry Box Brown was so unique because _____.
 - b. Once the student answers the question, or completes the sentence starter, they will then need to explain using evidence from the letter.
 - c. Be sure to clearly explain that the students need to both explain their
 - c. [Henry Box Brown interview](#)
3. The student will now complete the evaluation assignment - Key Ideas and Details.
 - a. Write an accurate summary of the primary source document [Henry Box Brown interview](#), being careful to include critical key information from the beginning, through the middle and to the end of the interview.
 - b. Then determine a central idea, or main aim, of the document and write that in the appropriate section.
 - c. Finally, the student will answer the question:
 - i. What made Henry Box Brown so unique?
 - d. This answer should be one complete sentence that provides one claim from the interview as to what made this man so unique.
 - e. The student should then finish the claim section of the evaluation by explaining their answer in writing and providing a quote as evidence from the letter to support that claim.
4. The student will then turn the evaluation assignment in to the teacher or submit it electronically for an evaluation or summative grade.

Academic Language Function

02 - Summarizing and Informing

06 - Analyzing

08 - Justifying and Persuading

11 - Evaluation

(Grouping: Independent/Group) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)

answer and provide a quote, or evidence, from the [interview](#) to support their answer or claim.

5. Monitor students as they work on their Key Ideas and Details evaluation page, and ensure they are completing each component required.
6. Collect their work and assign a score when they finish.

Extensions:

Direct students to research other unique stories from the Underground Railroad, such as the steamboat captain Robert Smalls.

Guided Reading Notes

Fill out this form and answer the questions as you read about Henry Box Brown.

1. When and where was Henry Brown born? What happened to him and his family in 1848?
2. How did James Caesar Anthony and Samuel Alexander Smith help Henry? What was ironic about Smith helping Henry escape?
3. Describe the box that Brown was placed in for shipping? What happened with the box and what scary thing happened to Henry while he was in there?
4. When did the “package” arrive in Philadelphia? How long had Henry been in the box?
5. What did Henry do at his appearance at the New England Anti-Slavery Convention in Boston?
6. What happened to Samuel Smith May 8, 1849, and why?
7. What happened on April 11, 1850? Why might historians feel this was important?

8. What happened in 1850 that caused Henry Box Brown to move to England?

9. Why did Brown's and Smith's partnership end in 1851?

10. When did Henry Box Brown die and where was he buried?

Key Ideas and Details

Using the document: [Henry Box Brown interview](#), fill out the assignment below.
This will be turned in for an evaluation grade.

Summary: A good summary will retell the most important points from the reading from the beginning, through the middle, and to the end. They are not too wordy, but also they don't miss any of the key ideas in the reading.

Please provide a summary in the space below of the document: [Henry Box Brown interview](#)

| | |
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| Beginning | |
|-----------|--|

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| Middle | |
| End | |

Central Idea: The central idea is the main point that the author is making. In other words, what was the purpose of the writing? What was the goal or intended outcome?

Please provide the central idea of the document: [Henry Box Brown interview](#) in the space below.

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| Central Idea |
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Claim: A claim is an observation made, or an answer to a question, using evidence from a document or piece of writing and quoting that evidence to support your claim.

Please make a claim about Henry Box Brown by answering the compelling question: what made Henry Box Brown so unique? Answer this question with one claim, and then explain the reason and provide a quote from the document: [Henry Box Brown interview](#) to support this claim.

| What should we know who George Pointer Was? | |
|---|---------------------------------------|
| Claim (Finish the Sentence with one answer). | Henry Box Brown was so unique because |
| Explain (Explanation of the claim in your own words) | |
| Evidence (Quote from the document) | |