



## WALK INTO THE PAST

Use this activity to build student empathy for the people of the past and encourage exploration of multiple perspectives. Note: this activity can be used in the museum or with the *Facing Freedom* website, [www.facingfreedom.org](http://www.facingfreedom.org))

### Suggested Procedure:

- ◆ Discuss ways we learn from the past and the phrase “walk in their shoes”. Consider how personal experiences shape an individual’s ideas and understandings. During the discussion, pose questions to students such as:
  - ◇ What does the phrase “walk in their shoes” mean?
  - ◇ Why is it important to try to understand and learn from another person’s experiences?
  - ◇ What do we learn about the past when we examine another person’s life and the choices they made?
  - ◇ What limitations might exist when considering people’s experiences in the past?
- ◆ To facilitate the activity:
  - Assign students a person from the list. Ask the students to:
    - Write the name of the person, circle the theme, and fill in the topic and the era.
    - A) Write 1 to 3 facts they learn about that **topic** from the featured artifacts/documents and the interpretive text.
    - B) Write 1 to 3 questions they would ask their assigned **person** if they could meet them.
- ◆ Students can share and discuss completed shoes by exchanging them with a partner, giving short oral presentations, or to explore multiple perspectives, jigsaw shoe assignments and have students share in small groups.
- ◆ Completed shoes can be hung mural style. If the toe is taped down the shoe can be lifted up so that the reverse side can be read. If displayed in this manner, it is important to instruct students to turn the shoe upside down before they begin writing on the second side, so that when lifted up the text is readable (on the front students should write toe to heel, on the back they should write heel to toe).

This activity is flexible and could also be used in any unit of study.

- ◆ If used at the start of a unit after an overview of the topic, brainstorm key people. Ask students to write one to three questions they would ask that person to learn more about their life and choices. As the unit unfolds, students can go back to the shoe and compose written

answers to the questions they posed through research. Students should cite their sources.

- ◆ If used at the end of a unit of study, the shoe can serve as an assessment tool. Students can write an informational piece, create a narrative from the historical person's point of view, or develop a persuasive passage around an issue that person/group confronted. No matter the assignment format, their writing should identify the challenges, decisions, actions (both positive and negative), and contributions made by that particular person or group of people.

Repeating this activity for different time periods provides each student with a set of shoes which are a useful and inspiring visual record of your studies throughout the school year and each student's journey through history.

### Learning Standards\*:

\*Please note, this is not a comprehensive list.

#### *IL Learning Standards of Social Science 6-8*

- SS.6-8.IS.1; SS.6-8.IS.4.MC; SS.6-8.IS.6.MC
- SS.6-8.CV.1.MC; SS.6-8.CV2.MCa
- SS.6-8.H.1.MC; SS.6-8.H.2.MC; SS.6-8.4.MC

#### *IL Learning Standards of Social Science 9-12*

- ◆ SS.9-12.IS.1; SS.9-12.IS.4; SS.9-12.IS.7
- ◆ SS.9-12.CV.1; SS.9-12.CV.5; SS.9-12.CV.8
- ◆ SS.9-12.H.3; SS.9-12.H.6; SS.9-12.H.8;  
SS.9-12.H.11

#### *NCSS C3 Standards 6-8*

- D1.1.6-8
- D1.5.6-8
- D2.Civ.2.6-8
- D2.Civ.6.6-8
- D2.Civ.14.6-9
- D2.His.3.6-8
- D2.His.11.6-8

#### *NCSS C3 Standards 9-12*

- ◆ D1.1.9-12
- ◆ D1.5.9-12
- ◆ D2.Civ.2.9-12
- ◆ D2.Civ.6.9-12
- ◆ D2.Civ.14.9-12
- ◆ D2.His.3.9-12
- ◆ D2.His.11.9-12

#### *Common Core State Standards (Anchor):*

- Reading 1, 7
- Writing 3, 7
- Speaking and Listening 1, 4

### Materials:

- Student Worksheet (provided)
- Pens or Pencils
- Basic Art Supplies (optional)
- Shoe template (provided, optional if you are adapting the activity)

## Recommended People/Groups of People:

To use this activity in conjunction with visiting the *Facing Freedom* exhibition, we recommend these people and groups of people for the shoes.

### Workers' Rights:

#### *Brotherhood of Sleeping Car Porters, Chicago, 1920s*

- Pullman Porter, BSCP Member
- Pullman Porter, Non BSCP Member
- A. Philip Randolph, President of the BSCP
- Train Passenger
- Pullman Company Executive (opposed to BSCP)

#### *United Farm Workers, California, 1960s*

- Dolores Huerta, a founder and early UFW leader
- California Grape Grower
- U.S. Consumer not participating in the boycott
- U.S. Consumer participating in the boycott
- Farmworker, UFW member
- Farmworker, non UFW member

### Armed Conflict

#### *Civil War, Mississippi, 1863*

- Union Soldier
- Confederate Soldier
- Union Surgeon
- Family of Confederate Soldier
- Family of Union Soldier

#### *American Indian Rights, South Dakota, 1973*

- Member of the American Indian Movement (AIM)
- Oglala Lakota Elders
- Member of Oglala Sioux Civil Rights Organization
- Pine Ridge Tribal Government, led by Dick Wilson (opposed to the occupation)
- FBI/ U.S. Government

### Public Protest

#### *School Boycott, Chicago, 1963*

- Student who participated in Freedom Day
- Student who does not participate in Freedom Day
- Teacher
- Parent
- Ben Willis, CPS Superintendent

#### *Votes for Women, Illinois, 1910s*

- Male Voter, for Suffrage
- Male Voter, against suffrage
- Woman who is a Suffragist
- Woman with anti-Suffrage viewpoints
- Member of the Congress
- President Woodrow Wilson

### Race and Citizenship

#### *Japanese Internment, West Coast, 1940s*

- Adult Internee (born in U.S. or Japan, you choose)
- Child Internee, born in the U.S.
- Teenage Internee, born in the U.S.
- Internment Camp Guard
- U.S. Citizen, not of Japanese descent
- President Roosevelt

#### *Slavery, South Carolina, 1850s*

- Enslaved Person selling produce
- Enslaved Person working as a servant
- Enslaver
- Sarah Grimké, abolitionist
- Self-emancipated Person





Name: \_\_\_\_\_

# Walk into the Past

Person of the Past:

\_\_\_\_\_

\_\_\_\_\_

Theme:

Race and Citizenship      Public Protest

Workers' Rights      Armed Conflict

Topic:

\_\_\_\_\_

\_\_\_\_\_

Era:

\_\_\_\_\_

\_\_\_\_\_

A. Write three new facts you learned about this topic:

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_

B. Write three questions you would ask this person:

1. \_\_\_\_\_
- \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
3. \_\_\_\_\_
- \_\_\_\_\_



Nombre: \_\_\_\_\_

## Paseo por el pasado

Persona del pasado:  
\_\_\_\_\_  
\_\_\_\_\_

Tema:  
Raza y ciudadanía    Protesta pública  
Derechos de los trabajadores  
Conflicto armado

Tema:  
\_\_\_\_\_  
\_\_\_\_\_

Era:  
\_\_\_\_\_  
\_\_\_\_\_

A. Escribe tres datos nuevos que hayas aprendido sobre este tema.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

B. Escribe tres preguntas que le harías a esta persona.

- :
1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_

