Explanation of Assessment

Rationale: This is likely a one day lesson; so assessment can be accomplished in several ways.

1. Critical thinking can be achieved by having the students think about; “What if” Lincoln had handled the Brownsville Affair?
   
a) Can be accomplished through discussion in small groups and then reported back to the entire class.

b) Have student’s journal or blog their responses.

2. Use the Video clips, Birth of a Nation and Unchained Memories, to elicit a class discussion of images and attitudes toward African Americans.
   
a) Have student’s journal or blog their response to the question; Would President Lincoln be more surprised at the events in Brownsville in 1906 or the election of President Obama in 2008?

3. Use the U.S. Map showing “Key Locations.”
   
a) Do the states marked A-F have an impact on the events at Brownsville? (Discuss regional aspects of race).

4. Give a five-question quiz over the student handouts.
   
a) Quick quiz questions:

   1) What was President Theodore Roosevelt’s response to the event at Brownsville?
   2) How does Senator Tillman justify lynching?
   3) Senator Foraker states, “Blessed by the name of Abraham Lincoln. His work shall not be undone.” How did the events and outcome of the Brownsville Affair threaten to undo Lincoln’s work?
   4) What if the shooting had happened in Vermont? How would the outcome have been different?
   5) What would President Lincoln’s response to the Brownsville Affair have been?

5. Extension Activities (use as time allows)
   
a) Have your class research the Brownsville Affair.

b) President Theodore Roosevelt’s handling of the Brownsville Affair shows a certain degree of racial intolerance, yet President Theodore Roosevelt hosted Booker T. Washington to dinner at the Whitehouse showing racial tolerance. Have your class reconcile these two events.