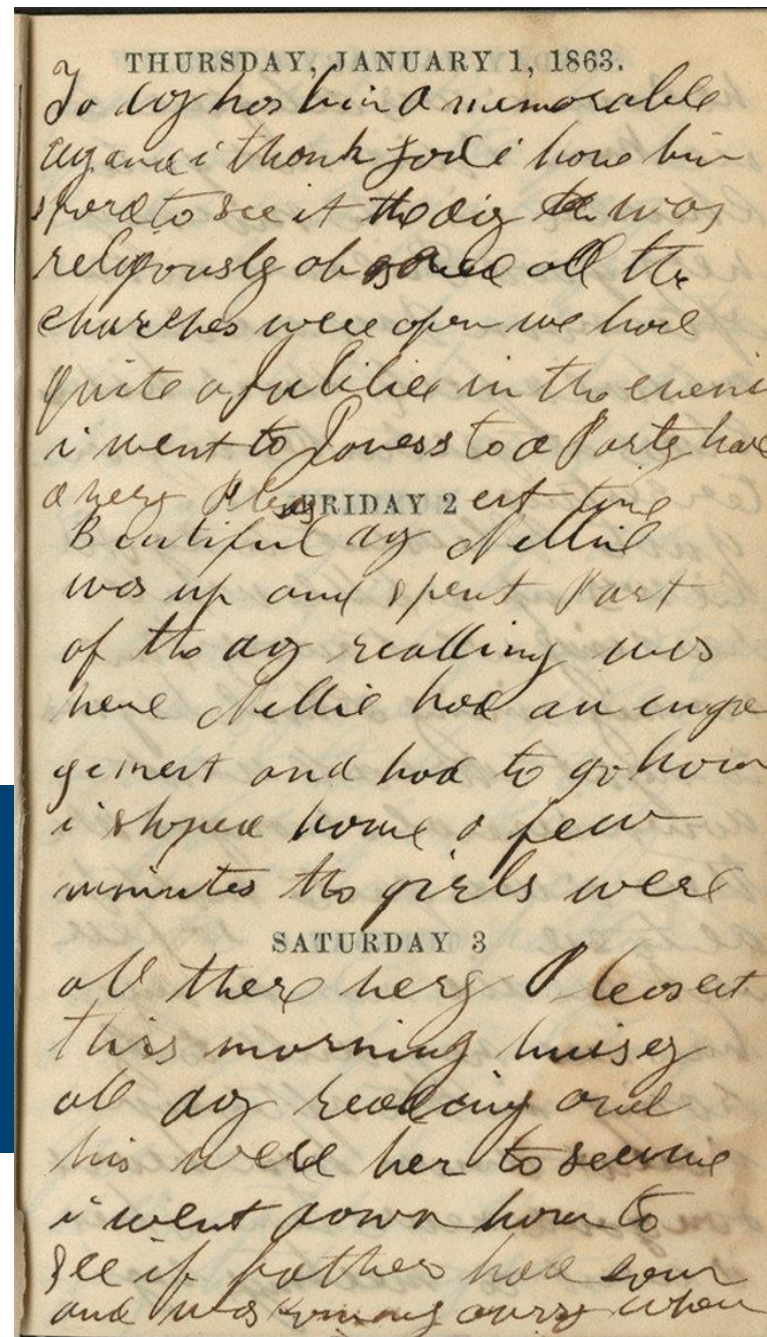


Emilie Davis

Lesson Plan

Emilie Davis's diary, her attendance at a Black Swan show in Philadelphia, and my desire to teach more about regular Black folk led to the lesson I created on Emilie Davis.





Do Now

Option 1: Think Write Share

Do you keep a journal? If so, which of these do you write about the most? Why?

- A. weather
- B. your job
- C. your beliefs
- D. your social life
- E. your family
- F. local/national news
- G. something else

If you do not keep a journal, which one do you think people write about the most? Why?



Option 2: Think Write Share

What do you think life was like in Philadelphia in 1862 for Black women during the Civil War?



Essential Question



How did Emilie Davis's Black agency help support the abolitionist movement?



Black Agency:



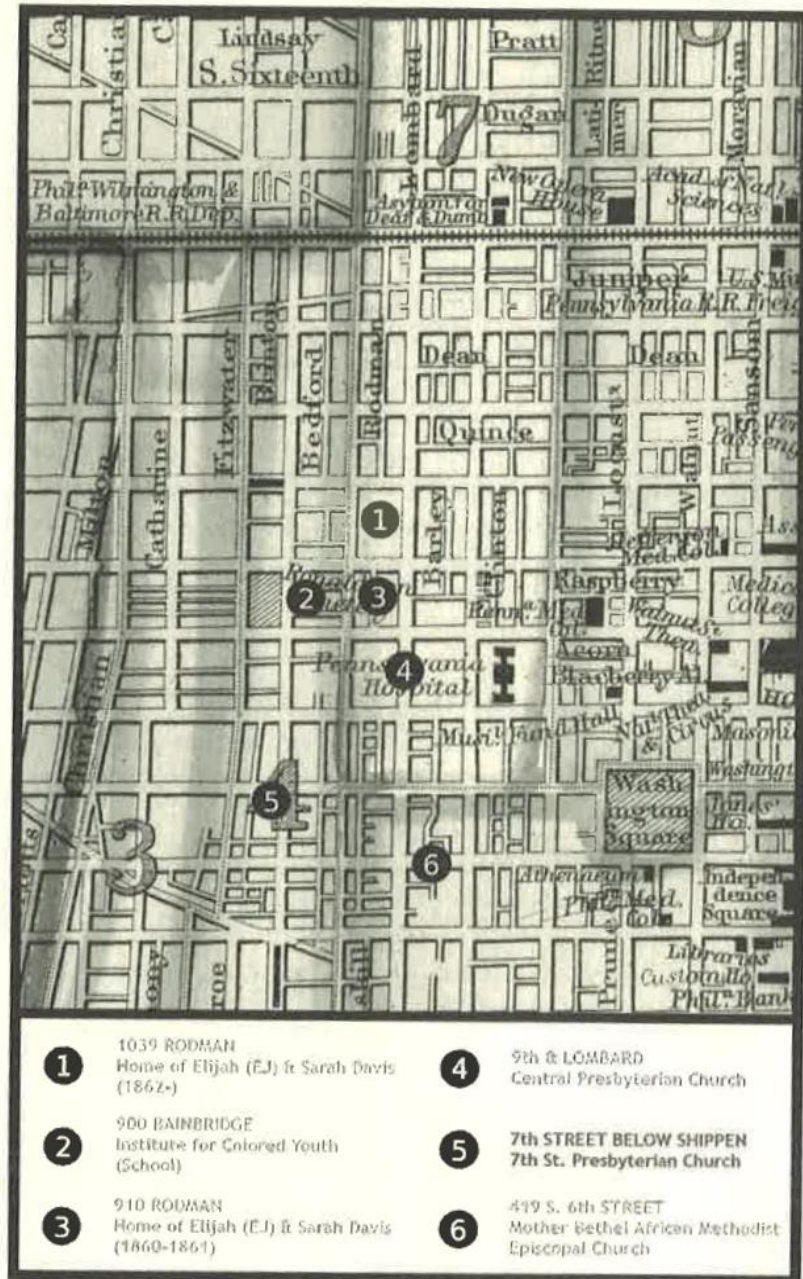
Any effort to promote Black liberation and individual power





**Who was
Emilie Davis?**





Look at this map.

- A. What are some specific locations that Emilie Davis likely engaged with or attended?
- B. What do you think she did at these locations?
- C. Who did she likely talk to?





Emilie Davis

- Free Black woman in Philadelphia, 22 years old in 1861
- Daughter with siblings (at least two brothers)
- Lived in Philly's 7th Ward
- She attended the Institute of Colored Youth/Lombard School
- Went to 7th St. Presbyterian Church



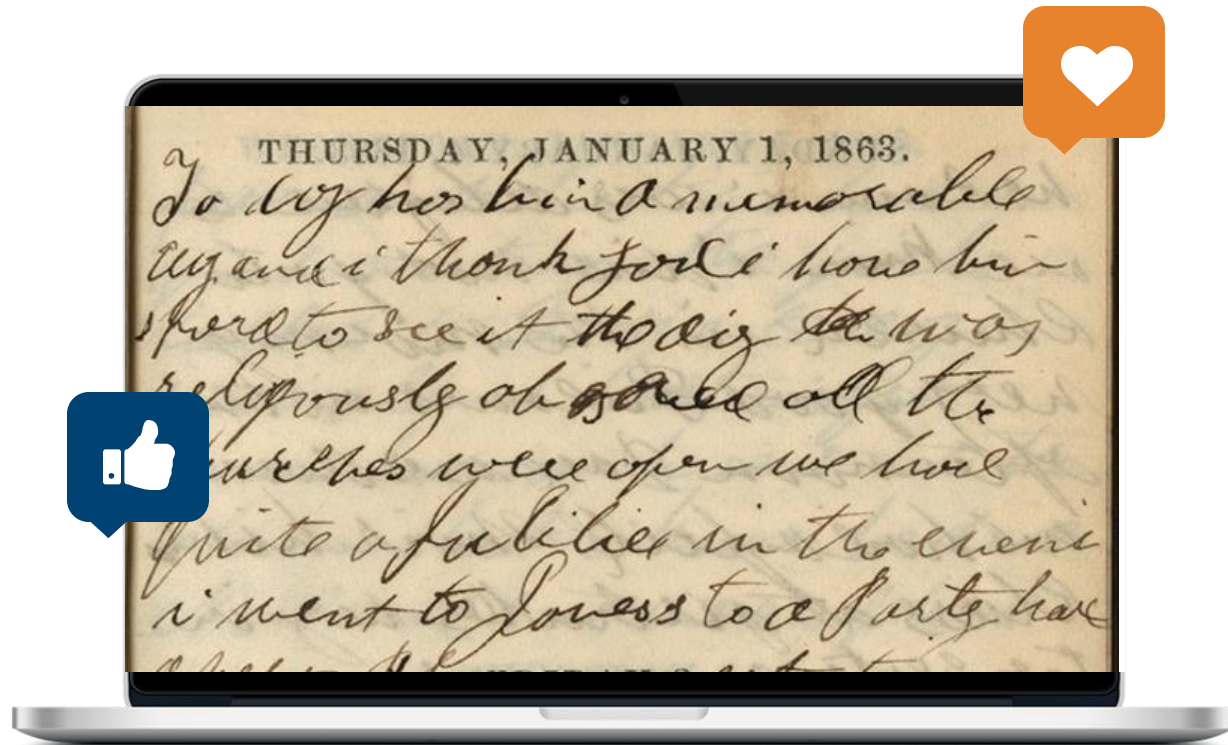
Emilie's agency as a free Black woman
can be seen in her thoughts regarding:

Abolition

*Black
Military
Service*

*Social
Life*





Emilie Davis Station

Activity

For your station:

- Read the Emilie Davis excerpts related to the category.
- Selected primary sources that also relate.



Additional Primary Sources

Emilie Davis and Abolition

- *Poster*
- *Douglass
Speech*

Station 1

Emilie Davis and Black Military Service

- *Harper Speech*

Station 2

Emilie Davis and Social/Religious Life

- *Black Swan
biography*
- *Jonathan Gibbs's
speech*

Station 3





Jigsaw

Share/Rotate

- Share some of your answers.
- Come up with quotes or highlights you want to share with the whole group.
- What did your station reveal about Emilie Davis?





Emilie Davis

- What did you learn?



Final Discussion Questions

1. For those of you who keep a journal, what surprises you about Emilie's diary entries? Any significant similarities or differences?
2. How do these documents combined and when put in comparison help us better understand Black life in Philadelphia during the Civil War?
3. How did Emilie Davis's experiences in the audience impact her agency?
4. What other documents would you like to read or have access to about Emilie's life? Why?
5. How did Black people's beliefs in abolition likely differ from those of White people?
6. What are some overall contradictions revealed in these primary sources about Black people's idea of the country and democracy versus those of White people?
7. Why is it important that we also learn from regular Black folk and not just Black icons?



Exit Assessment

How did Emilie Davis support the abolitionist movement? In your response, cite evidence from a primary source.

Option 1

What was Emilie Davis's life like in Philadelphia during the Civil War? In your response, cite evidence from a primary source.

Option 2



Lesson Extension



Have students return to each primary-source speech as an audience member. Come up with a social media post as if you were in the audience hearing Douglass, Harper, or Gibbs speak. What would your post be about?

