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EDU 6710 C07 – The Enduring Legacy of the American Revolution – Freedom

Title: The Forces of Change: Heroes of the Abolition Movement

Date: April 2009

Grade Level: 10th grade

Milestones: This is the final lesson plan that is based on the Teaching American History course. It has been revised to incorporate comments and suggestions made by teacher observation and reading and discussions of texts.

Proposal:

Throughout U.S. history there are many examples of people who have fought to advance the ideals of freedom embodied in the U.S. Constitution. These individuals are not necessarily household names but these individuals have worked tirelessly to change and improve American society in small and meaningful ways. The abolitionist movement of the 19th century is an important historical example of a critical social and political reform movement that advanced the cause of freedom to all Americans. The many individuals who worked with courage against great odds in the antebellum period to ensure that freedom, this core value of American culture, was a reality not just a lofty ideal, had a profound and lasting impact on American society and who we are as Americans.

This unit on the heroes of the abolition movement is part of a larger theme in this U.S. History class. The thematic unit traces the history of slavery in America, examines how the institution was not inevitable, the political and economic compromises that were made along the way and the steps taken to abolish slavery and come to terms with the contradiction between slavery and the values established in the Declaration of Independence and the U.S. Constitution. The unit will focus on the free African Americans and white Americans involved in the abolition movement, the divisions concerning politics, race and tactics and how the movement increasingly divided the North and South in the antebellum period. It will introduce the men and women, black and white, free and slave who risked their lives, livelihoods, reputations and family relations in order to abolish what they believed was a sin, or at least a contradiction, from our society. Finally, this unit will discuss the meaning of heroism in our society and how it relates to the abolition movement. To gain an understanding of this time period in U.S. history, students will use primary and secondary sources, and biographies to analyze the contrasting positions of African American abolitionists and white abolitionists on the issue of slavery and race in American society. Students will learn about the conditions of slavery and the abolition movement through the lives of several important historical figures by reading and analyzing their letters, speeches, and narratives. In particular the writings and lives of the following individuals will be examined: Frederick Douglass,

Henry Garnet, Sojourner Truth, William Lloyd Garrison, Angelina Grimke, Arthur and Lewis Tappan, Harriet Beecher Stowe, and Harriet Tubman. Students will be able to explain the different perspectives on abolition and how that movement is relevant to race relations in the United States today.

Seminar Impact:

This seminar has introduced me to a wealth of information on the abolition and women's movements of the antebellum period and many of the incredible individuals who stood up for what they believed despite social ostracism and threats of violence. Specifically, I have learned about the extent to which free black Americans were involved in the anti-slavery movement, the existence of extensive primary source materials from both free blacks and slaves, and the role of African Americans, both free and enslaved, in the abolition movement. Based on my reading of Witness for Freedom, ed. C. Peter Ripley, I have learned about the development of the black abolition movement, its fight against the American Colonization Society and the reasons behind African Americans fierce objections to colonization, the differences and collaboration between the black and white movements, influence of William Lloyd Garrison, and the move from the moral suasion argument to advocacy for political reform and a more proactive cry for change. The idea that the anti-slavery movement must be a black movement because of the legitimacy they brought to the issue I found interesting. Another interesting topic I learned about was the role of the churches and clergy in the anti-slavery movement.

The book Sister Societies by Beth A. Salerno expanded on my knowledge of how women became involved in the anti-slavery movement, the various degrees and ways women participated, the gradual development of a social and political voice, the development of public speaking skills, organizational skills and the vast network that was created throughout the country and with groups abroad, most notably England. The evolution of some of these groups into women's rights groups was also examined and gave me a greater depth of knowledge and understanding. Untidy Origins by Lori Ginzberg helped me to look at the definition of hero. As a result of reading this book and examining how ordinary women had an impact on the women's movement I have broadened my definition of what a hero is in our society. As a teacher it is important to assist students in seeing that ordinary individuals and events can have a lasting impact on society and bring about change. Black Hearts of Men by John Stauffer introduced the concept that there were several individuals who attempted to completely empathize with black Americans and erase the racial barrier. This exercise in diversity is instructive for our students in today's society. The discussions and presentations at our monthly meetings were always informative and helpful in consolidating ideas about the abolition movement. Small group discussion of the books would have been interesting and useful. The people and print resources were excellent and provided a broad framework and depth of knowledge that has informed my teaching and brought more life into my classroom.

Central Questions:

- ✓ What qualities characterize heroes and what role do heroes play in our society?
- ✓ In what ways are the abolition leaders American heroes?
- ✓ What were the different goals, tactics and outcomes of the abolition movement?
- ✓ Who were some of the prominent leaders of the abolition movement and what were their beliefs?
- ✓ How did the abolition movement advance the cause of enslaved Africans and the idea of universal freedom in American society?
- ✓ What is the connection between the abolition and women's movements?
- ✓ What other questions or connection do you have about the rise or nature of the abolition movement and the role of white and black abolitionists?

Challenge Questions (All students will get these questions):

- ✓ How did the abolitionist movement change Americans' ideas about race?
- ✓ What was the impact of the abolitionist movement on our concept of freedom and equality?
- ✓ In what ways is the fight to extend freedom to all Americans still an issue?
- ✓ Who are modern-day heroes who have fought for freedoms?
- ✓ In what ways did the abolitionist movement change American society and politics?

Lesson Length:

Approximately 2 weeks

Key Ideas:

- ✓ Freedom is a core value of American society and a central concept in our foundation documents (Declaration of Independence, U.S. Constitution)
- ✓ Slavery presented a moral dilemma to Americans
- ✓ Ordinary men and women are heroes because it takes courage to stand up for noble ideas like freedom and their actions have been a catalyst for fundamental change in our society
- ✓ There were contrasting positions about how to achieve abolition within the movement that reflected opinions about freedom and equality in American society
- ✓ We must always be vigilant in order to protect our civil freedoms and it is the responsibility of all Americans to participate and help maintain freedom for all

Intended Learning Outcomes:

- ✓ To read and understand the foundation documents and the meaning of freedom in American society
- ✓ To understand and to study in measurable outcomes the meaning and role of heroes in our society and how individuals involved in the abolition movement were heroes
- ✓ To study the causes and effects of the abolition movement, understand it in the context of the antebellum period of U.S. history through the reading of primary and secondary sources

- ✓ To compare and contrast the different perspectives, strategies and goals of the black and white abolitionists, their successes and shortcomings
- ✓ To provide evidence in written, oral and visual format that demonstrates comprehension of the material
- ✓ To make connections between these social/political movements and how they changed American society and how our present society reflects the attitudes and work of these individual heroes who worked tirelessly to fulfill the U.S. view of freedom for all

National and Vermont Standards Addressed and Assessed:

National History Standards:

Era 4 Expansion and Reform

- Standard 2 – Students understand a variety of historical sources.
- Standard 3 – Students engage in historical interpretation and analysis
- Standard 4 – Students understand the nature of social/political movements

Vermont Vital Results and Standards:

Vital Results

- 1.3 Reading Comprehension
- 1.5/1.6 Writing Dimensions and Conventions
- 1.15 Speaking
- 1.18/1.19 Information Technology and Research
- 1.20 Communication of Data
- 2.1 Types of Questions
- 3.3 Respect
- 4.4 Effects of Prejudice

History and Social Science Standards

- 6.4 Historical Connections
- 6.5 Traditional and Social Histories
- 6.6 Being a Historian

Preparation for Teaching:

- Students read Chapter 1 Section 3, “The World of the West Africans” from textbook *America: Pathways to the Present*, discuss and complete guided reading questions
- Make packets of Broadsheets from the Jack Daw materials *Slavery in the United States* (Slavery Comes to the Colonies, Slavery in the North, Slavery in the Nineteenth Century, The Slave’s Culture, The Slave’s Reaction to Slavery, and Abraham Lincoln and the Emancipation Proclamation) and have students create a structured journal
- Show students the DVD by Schlessinger Media *History of Slavery in America*, discuss and create a timeline of important events

- Have students complete exercise from the Center For Learning, U.S. History: Book 1 America: Creating the Dream, Lesson 33 “New Perspectives on Slavery”
- Have students complete worksheet from J. Weston Walch, Publisher The Era of Colonization and Settlement “Graphing the Slave Trade” and “the Middle Passage”
- Show students *Unchained Memories*, the HBO DVD of readings from the Slave Narratives, prepare questions that follow along with the movie
- Nystrom Atlas of United States History: Immigrants and Runaway Slaves and Slavery Divides the Nation
- Students read Chapter 9m Section 2, “The Antislavery Movement” from *America: Pathways to the Present*, and complete the guided reading questions
- Complete the reading of primary source material from the J. Weston Walch series on “Abolition Plans”, Unit 6, Worksheet 1 and on “The Proslavery Response”, discuss and answer questions
- Students take a part in a Reader’s Theater or research a short biography on the individuals in the theater; prepare information/part for presentation. Reader’s Theater taken from *Slavery in the Nineteenth Century*, National center for History in the Schools
- Create Constructed Response question as a reflective essay on the Readers Theater
- Each student researches and creates a book box project about an individual involved in the abolition movement .Develop assignment for the Book Biography assignment (this is an activity that I have used frequently in the past. It asks the students to research and write a biography using both primary and secondary sources, and use visual representation to describe the individual’s life. Students are required to include 3 quotes made by the individual or about the individual and to present their project to the class
- Rubrics for assessment (writing, speaking/presentation, biography boxes)

Activities:

- Assess prior learning
- Brainstorm (class and group, create historical questions) (interpersonal)
- Read, interpret and analyze primary documents (linguistic)
- Listen to films, be able to discuss information and draw conclusions
- Research, analyze, write create, a biography book on one hero/heroine of the antislavery movement, include biographical information, explanation of individual’s role in movement, and why this individual fits definition of hero, visual representation, present to class (linguistic/visual spatial)
- Reflections and constructed responses to readings/film/documentaries, etc. (intrapersonal/linguistic)
- Complete graphic organizers and constructed journal (David Liben technique) on reading (example: multiple perspectives and causes, similarities and differences) (logical/mathematical)
- Reflective writing (intrapersonal)
- Participate in the writing process and class discussions(linguistic)

Assessment:

- Quizzes/tests
- Research
- Analyze data, think critically about cause and effect
- Reflections
- Criteria and rubrics given for all assignments and activities
- Class participation

Resources:

The Grimke Sisters from South Carolina: Pioneers for Woman's Rights and Abolition, by Gerda Lerner

Witness for Freedom, C. Peter Ripley, Editor

Sister Societies, by Beth Salerno

The New Nation, by Joy Hakim (In the class of 19 students 5 students are on IEPs and read well below grade level. I will use this book to provide diverse and accessible materials for all students.

Slavery in the Nineteenth Century, by Jim Pearson and John Robertson

Narrative of Sojourner Truth, Margaret Washington, Editor.

The Dictionary of American Biography

The Dictionary of African-American Biography

Underground Railroad, National Park handbook

The Narrative of Frederick Douglass

Myths & Realities of American Slavery by John C. Perry

Bound for Canaan, by Fergus M. Bordewich

America: Pathways to the Present, Prentice Hall; Chapter 9, Section 2 *The Antislavery Movement*; Chapter 9, Section 3, *Women in the Public Sphere: A Turning Point in History*

JackDaw: *The Slave Trade and Its Abolition* (includes primary source material)

JackDaw: *Slavery in the United States* (includes primary source material)

The Black Hearts of Men: Radical Abolitionists and the Transformation of Race by John Stauffer

Accommodations:

The biography box assignment is designed so all levels of students can research and organize a project on an influential person. The project does not require a great deal of writing, but focuses on the research process and helps those students who are visual learners and creative thinkers.

The visual representations of the history and realities of slavery in the DVDs help students who are visual learners understand the material.

The various worksheets reinforce information found in the textbook and the Jack Daw Broadsheets. This helps students who read below grade level to work with the material.

Presentations of information for the Readers Theater project and the Book Boxes, gives students practice in speaking in a group and developing their oral skills

The Readers Theater Project is in part a cooperative learning lesson. Students must work together to put the program together. This part of the unit was done in conjunction with a 7th grade class.

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Annotated Bibliography

Cayton, Andrew et. al. *America: Pathways to the Present* Upper Saddle River: Prentice Hall, 1998.

Several sections of this textbook are good sources for information about the abolition and woman's movement in American during the Antebellum period. Chapter 9, Section 2 "The Antislavery Movement" discusses the role of free African Americans in the movement and the divisions that existed over tactics, politics and racial tensions and how the movement helped to divide North from South. As a high school history textbook, this source gives good background information and a framework for students to then explore different aspects of the movement and those involved in it. The text discusses the underground railroad in depth, which is always a favorite with students. Chapter 9, Section 3 "Women in the Public Sphere" and Chapter 17, Section 4 "The Woman Question" give a very good overview of the history of the fight for women's equality and the hurdles that had to be overcome before suffrage was granted. Students can easily read this information and then study certain aspects depending upon time, unit study and interest.

Ginzberg, Lori D. *Untidy Origins: A Story of Woman's Rights in Antebellum New York* Chapel Hill: The University of North Carolina Press, 2005.

The author methodically describes the lives of six women from Jefferson County New York and their involvement in advancing the cause of women's rights in the antebellum period. These women petition the New York State Constitutional Convention in 1846 asking that the state government extend women equal civil and political rights with men. On the surface this may seem like a radical step yet the author examines the social, political, and religious circumstances of their lives to explain why their actions were congruous with their lives. The author urges the reader to examine the lives and actions of ordinary citizens and understand that individuals can make significant contributions to social change. Ideas, the author explains, begin slowly and in many places, but over time come together and can have a profound effect on history. The book presented some intellectually stimulating ideas and does expand one's knowledge and understanding about the fight to win equal civil and political rights. The details weigh down the story and would not hold the interest of high school students. It is a scholarly work that makes interesting points but would not be useful in an overview of the women's rights movement.

History of Slavery in America. Schlessinger Media.

This is an excellent history of the origins of slavery, its causes and effects. It is well documented and it provides a good framework for students to see the beginning of slavery from West Africa through to the Civil War.

Leighow, Susan and Rita Sterner-Hine. *The Antebellum Women's Movement 1820-1860* Los Angeles: Organization of American Historians and the National Center for History in the Schools, 1998.

This study guide provides invaluable information and lesson plans for grades 8-11. The resource gives teachers background information, activities, and student questions that are standards based and useful in the classroom. Primary source materials are also included to make the materials rich in content and accessible for middle and high school students. It allows students to explore the various views on women's roles in society and their approach to gaining greater civil and political rights.

Pearson, Jim and John Robertson. *Slavery in the Nineteenth Century* Los Angeles: National Center for History in the Schools, 1991.

This study guide is written for grades 5-8 but can be adapted for early high school. There are six lessons in the booklet that allow teachers to create lessons that examine slavery in America, African-American culture, rebellion and the abolition movement. The resource provides background materials, primary source material that gives students a feeling for the hardships and culture of slavery. The reader's theater is an excellent exercise that brings the abolition movement alive and gives students an excellent introduction to many of the key figures of the antebellum period.

Ripley, C. Peter, Ed. *Witness for Freedom: African American Voices on Race, Slavery, and Emancipation.* Chapel Hill: The University of North Carolina, 1993.

This book is an excellent resource that masterfully describes the abolition movement from the black perspective. The use of primary sources brings to life the central role of black abolitionists in their fight for their own freedom, a little known chapter of history. It examines the black perspective on colonization, the moral suasion argument, the role of violent rebellion and the meaning of freedom to free blacks and slaves. The book introduces important black leaders to the reader and provides rich background material for teachers that can be used in teaching abolition and the Civil War. The book can easily be accessed by high school students researching individual abolitionists as well as to gain a more balanced understanding from both the black and white points of view of antebellum America. The explanatory introductions provide context for the primary source. The source also can provide good primary source material for students to gain a deeper understanding of the black role and perspective in the movement.

Salerno, Beth. *Sister Societies* DeKalb: Northern Illinois University Press, 2008.

The author delves deeply into the origin and nature of women's anti-slavery societies formed in the 1820s and 1830s and describes a rich array of organizations that fought against the institution of slavery and gave women an opportunity to find their voice. The book brings to light the great diversity of activities undertaken by the societies and the disparate opinions about the slavery question and what a woman's role in it should be. The information is arranged chronologically. This is a scholarly book that provides excellent background information that teachers can use to provide students with details about women's abolition movements. However, it is readable and upper level high school students would benefit from reading parts of the book.

Stauffer, John. *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* Cambridge: Harvard University Press, 2001.

The author examines a unique set of relationships between four influential, historic individuals, John Brown, Gerrit Smith, James McCune Smith and Frederick Douglass. The book gives a detailed account of how these men formed a similar world view that drew them together into an uncommon friendship. Gerrit Smith and John Brown, two white men, identified so closely with the black cause that they came to see themselves as men with black souls. This is an interesting study because it examines the lives of four influential men in the abolition movement and radical nature of their relationship. This source puts forth interesting ideas about the nature of this friendship and provides commentary on the social, political and economic circumstances of the antebellum period. It provides a great deal of food for thought but is not a source that would inform high school students about the basic movements and divisions within the abolition movement.

Washington, Margaret, ed. *Narrative of Sojourner Truth* New York: Vintage Classics, 1993.

This book is a delightful read that brings to life the world of Sojourner Truth. The dialogue and language is entertaining and gives the reader a realistic picture of Truth's personality and personal journey from slave to preacher to abolitionist. The simplicity of her speech yet the depth of her passion and wisdom are evident in the dialogue. As a primary source reading, this book is extremely accessible for students interested in the abolition movement, slavery in America, and the life of Sojourner Truth. In very plain terms the reader can read a first hand account of the life of a slave, the meaning of freedom, and the power of an individual to change the world around her. Though Truth received little formal education she was a keen observer of the events and people around her and worked to empower herself and all those with whom she came into contact.

Unchained Memories: Reading from the Slave Narratives. HBO

In the 1930s during the Great Depression there were still 100,000 ex-slaves alive. The Federal Writers Project as part of the WPA interviewed ex-slaves and recorded their stories. This DVD is a moving account of the memories of life under slavery. Modern day actors recite from the narratives and bring these stories alive. They are emotional testimony of the harshness and inhumanity of slavery in America. The stories are interspersed with photographs and the life on the plantation is described in vivid detail. These stories are compelling and help students understand why abolition was an emotional movement that often led to violence. The DVD can be used in conjunction with readings about the origins of slavery in America and the abolition movement.