

# The Various Perspectives on How the Abolition of Slavery Should Be Accomplished

**Maureen Dowling**

**EDU 6710 C07- The Enduring Legacy of the American Revolution-Freedom**

**April 17, 2009**

**Final Project**

**Grade Level: 8**

## **Unit**

Students will discover the different perspectives of the white and the black abolitionists had before the Civil War on the question of the abolition of slavery in the United States. This period began immediately following the American Revolution in 1783 to 1861, when the Civil War began. The promise of “life, liberty and the pursuit of happiness” in the Declaration of Independence was not extended to all people, particularly the African-American slaves and women. After completing the unit, the students will understand that the abolition of slavery presented many complex issues and different perspectives on how to solve this problem.

## **Seminar Impact:**

The summer seminars had a significant impact on my own awareness of how complicated the concept of abolition was. The required readings that we did were also very helpful. Racism and prejudice against other races were not taken into account when the first white abolitionists’ groups were formed. Black abolitionists needed to be involved so that all the issues that were involved with freedom and the right to vote could be considered and addressed by everyone.

## **Central Questions:**

- How did the various states treat slavery after the Revolution and why?
- Why and how was the American Colonization Society formed?
- Would emancipation and the vote be enough for the African-Americans to be truly equal?
- How the white abolitionist’s views were like the black abolitionist views and how were they different?
- How and why did black leadership emerge in the abolitionist movement?

### **Challenge Questions:**

- How did the abolitionist's movement evolve from promoting a peaceful emancipation to acknowledging that violence might be necessary?
- What were the foundations of the various political parties that developed in the early 1800's?
- How did the women's suffrage movement grow out of the anti-slavery movement?
- Why did New York State play a leadership role in both movements?

### **Lesson Length: Two Weeks**

- Two block periods a week (100 minutes each)
- One 50-minute class at the end of the week.
- Activities: reading, discussion, teaching, videos, role plays, cooperative learning activities to address the various learning styles.

### **Key Ideas:**

- Reform Movement (the context)
- American Colonization Society
- Abolition Movement
- Women's Suffrage, outgrowth of the Abolition Movement

### **Intended Learning Outcomes:**

- To understand how religion influenced the reform movement of which abolition of slavery was a part.
- To understand how the creation of the African-American Colony in Liberia polarized the opinions of the white and the black abolitionists.
- To understand how women's participation in the anti-slavery movement led naturally to the women's movement
- To evaluate primary documents of the Declaration of Independence, the Constitution, speeches given at that time, letters, newspaper editorials of that time
- To learn that when governments have to make major decisions involving the total population, it is wise to review all the different perspectives before that decision is made

**National History Standards  
Standards in History for Grades 5-12:**

**Era 4 Expansion and Reform (1801-1861)**

- **Standard 2- First Era of American urbanization.**
  - B – Analyze how rapid urbanization, immigration and industrialization affected the social fabric of the early 19<sup>th</sup> century cities. (Cause and effect)
  - B- Explain the growth of free African American communities in the cities and account for the rise of racial hostility. (Influence of ideas)
- **Standard 2- the rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery.**
  - D- Analyze the impact of the Haitian Revolution and the ending of the Atlantic slave trade. (Cause and effect)
  - D- Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. (Cause and effect)
  - D- Describe the plantation system and the roles of their owners, their families, hired white workers and enslaved African Americans. (Multiple perspectives)
  - D- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. (Cause and effect)
  - D- Evaluate how enslaved African Americans used religion and family to create a viable culture and ameliorate the effects of slavery. (Historical data)
- **Standard 3 –The student understands the changing character of American political life in “the age of the common man”.**
  - A-Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women in New Jersey. (Implementation of a decision)
  - A-Analyze the influence of the West on the heightened emphasis on equality in the political process. (Cause and effect)
  - B-Explain the Missouri Compromise and evaluate its political consequences. (Issues and problems of the past)
  - B-Analyze how the debated over slavery- from agitation over the “gag rule” of the late 1830’s through the war with Mexico-strained national cohesiveness and fostered rising sectionalism. (Compare and contrast)
- **Standard 4 –The student understands the abolitionist movement.**
  - A-Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South.
  - A-Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the “immediatists” and the “gradualists” within the movement. (Multiple perspectives)
  - A-Compare the positions of African American and white abolitionists on the African American’s place in society. (Compare and contrast)
  - B- The student understands how Americans strived to reform society and create a distinct culture.**

B-Explain the importance of the Second Great Awakening and the ideas of its principal leaders. (Influence of ideas)  
B-Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization. (Cause and effect)  
B-Define Transcendentalism, accounts for the rise of the first American renaissance, and analyze ideas concerning the individual, society, and nature expressed in the literary works of major Transcendentalists. (Influence of ideas)  
**C-The student understands changing gender roles and the ideas and activities of women reformers.**  
C-Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. (Importance of the individual)

## **Historical Thinking Standards Grades 5-12**

### **Standard 1 Chronological thinking**

B. Identify in historical narratives the temporal structure of a historical narrative or story. E. Interpret data presented in timelines.F.Reconstruct pattern of historical succession and duration.

### **Standard 2 Historical Comprehension**

A Reconstruct the literal meaning of historical passage.B. Identify the central question(s) the historical narrative addresses.C. Read historical narratives imaginatively.D.Evidence historical perspectives.E.Draw upon data in historical maps.F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers. G.Draw upon visual, literary, and musical sources.

### **Standard 3 Historical Analysis and Interpretation**

A.Identify the author or source of the historical document or narrative.  
B.Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.C. Differentiate between historical facts and historical interpretations. D.Consider multiple perspectives. E.Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance. F. Challenge arguments of historical inevitability. G.Compare competing historical narratives.H. Hold interpretations of history as tentative. I. Evaluate major debates among historians. J. Hypothesize the influence of the past.

### **Standard 4 Historical Research Capabilities**

A.Formulate historical questions. B.Obtain historical data. C.Interrogate historical data.

## **Standard 5 Historical Issues-Analysis and Decision-Making**

A. Identify the problems of the past. B. Marshall evidence of antecedent circumstances and contemporary factors contributing to problems and alternative sources of action. C. Identify relevant historical antecedents. D. Evaluate alternative courses of action. E. Formulate a position or course of action on an issue. F. Evaluate the implementation of a decision.

## **Vermont Grade Expectations for History and Social Sciences**

### **Inquiry**

- **H&SS7-8:5 Students develop reasonable explanations that support the research statement by**  
-Choosing and using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, generalizing, sequencing, synthesizing, analyzing, and/or justifying. (Two accounts might differ)
- **H&SS7-8:6 Students make connections to research by**  
-Formulating recommendations and/or making decisions based on evidence.
- **H&SS7-8:7 Students communicate their findings by**  
-developing and giving oral, written, or visual presentations for various audiences.

### **History**

- **H&SS7-8:8 Students connect to the past and present by**  
-Investigating and evaluating how events, people, and ideas (democracy for example) have shaped the United States and the world, and hypothesizing how different influences could have led to different consequences.
- **H&SS7-8:9 Students show understanding of how humans interpret history by**  
-Identify different types of primary and secondary sources and evaluating possible biases.  
-Evaluating the credibility of differing accounts of the same event(s).  
\_Evaluating attitudes, values, and behaviors of people in different historical contexts.
- **H&SS7-8:10 Students show understanding of past, present and future by**  
-Making predictions and/or decisions based on an understanding of the past and the present.  
-Identifying important events in the United States and/or the world, and describing multiple causes and effects of those events.  
-Explaining transitions between eras that occurred over time as well as those that occurred as a result of a pivotal event.

## Civics, Government and Society

- **H&SS7-8:14 Students act as citizens by**
  - Explaining and critically evaluating views that are not one's own.
- **H&SS7-8:15 Students show understanding of various forms of government by**
  - Identify key documents on which U.S. laws are based and where to find them.
  - Describing how government decisions impact and/or relate to their lives.
  - Describing the basic principles of American Democracy
- **H&SS7-8:16 Students examine how different societies address issues of human interdependence by**
  - Analyze how shared values and beliefs can maintain a subculture.
  - Describe the purposes and functions of government and nongovernmental international organizations
  - Analyze differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and describe their costs and benefits.
  - Citing examples, both past and present, of how diversity has led to change.
  - Explaining ways in which conflicts can be resolved peacefully.
- **H&SS7-8:17 Students examine how to access to various institutions affects justice, reward and power by**
  - Compare how different groups gain or have been denied access to various institutions, and describing the impact that has had on these groups in the US and other countries.
  - Identifying and describing examples of tensions between belief systems and government policies and laws, and identifying ways these tensions can be reduced.

### Preparation for Teaching:

- Textbook readings- *America Is* by Glencoe
- Supplementary materials: Great Documents in U.S. History, Teaching Transparencies by Glencoe, Highlights in American History by Schaffer Publications, Slavery in the 19<sup>th</sup> Century by Pearson and Robertson, and We the People by the Center for Civic Education.
- Primary sources – Declaration of Independence, the Constitution, Letters, editorials, speeches
- Videos – Amistad (edited), The Abolitionists (15 minute documentary), Prince Among Slaves
- Reading the books in my bibliography

**Activities:**

- Research a black or white abolitionist.
- Music of that era
- Reenactment of an Abolitionist Assembly
- Posters promoting abolition and why
- Historical/literary circles to discuss the primary sources.
- Journals – responding to an appropriate prompt.
- Watching video and responding in writing to it.

**Assessment:** (Rubric accessed through <http://www.rubistar.org>)

- Tests, quizzes
- Reenactment/historical role play rubric
- Oral discussion/participation, answering questions
- Worksheets/graphic organizers, group work
- Journal entries, research and note taking
- Posters

**Accommodations will be made according to the IEP or 504 plans**

**Resources****Primary Sources:**

The Declaration of Independence  
The Constitution  
Primary Source Document Book (at school)  
Online primary source documents

**Secondary Sources:**

*Bring History Alive* (1992). University of California. Los Angeles.

Gellman, David N. (2006). *Emancipating New York: The Politics of Slavery and Freedom*

1777-1827. Louisiana State University Press. Baton Rouge.

Ginzberg, Lori D. (2005). *Untidy Origins A Story of Woman's Rights in Antebellum*

New York. The University of North Carolina Press. Chapel Hill and London.

*If Elected Unsuccessful Candidates for the President 1796-1968*(1972).Smithsonian Institution Press. Washington.

Leighow, Susan and Sterner-Hine, Rita. (1998).*The Antebellum Women's Movement, 1820 to 1860*.University of California. Los Angeles.

*Lessons from History*. (1992). The Regents, The University of California, Los Angeles

O'Connor, Drewry. (1995). *America Is*. Glencoe Division, Macmillan/McGraw Hill. Websterville.

Pearson, Jim and Robertson, John. (2006) *Slavery in the Nineteenth Century*. The Regents, The University of California Press. Los Angeles

Ripley, C. Peter. (1993). *Witness for Freedom*.The University of South Carolina Press. Chapel Hill and London.

Salerno, Beth (2008).*Sister Societies Women's Antislavery Organizations in Antebellum America*. Northern Illinois University Press. Dekalb.

*Slavery in New York*. (2005) The New Press. New York

Stauffer, John (2001). *The Black Hearts of Men Radical Abolitionists and the Transformation of Race*. Harvard university press. Cambridge (Mass)

Sundem Garth M.M. and Pikiewicz, Kristi A. (2005) *American History Activities* Shell Education. Huntington Beach.

*We the People* (1988). Center for Civic Education. Washington.

Wellman, Judith. (2004).*The Road to Seneca Falls*. University of Illinois Press. Urbana

Wineburg, Sam. (2001). *Historical Thinking and Other Unnatural Acts*. Temple University Press. Philadelphia

Vest, Kathleen. (2005). *Using Primary Sources in the Classroom*. Shell Education.  
Huntington Beach.

## Works Cited

A Country Divided 1833-1868. Westport: Greenwood Press, 1994.

This book discusses debatable issues in United States History from Indian Removal to the Impeachment of Andrew Johnson. Of particular interest to Abolition would be the chapter on the Annexation of Texas, The Seneca Falls Convention, The Compromise of 1850, the Kansas –Nebraska Act, the Dred Scott Case, and The Secession of the southern States and the Freeing of the Slaves. It has excellent graphics and illustrations which makes it very student friendly. Interesting Fast Facts are inserted in boxes on each page. I would definitely use it in the classroom for research. It has an extensive cumulative index and bibliography with both books and web sites.

Ginzberg, Lori D. Untidy Origins. Chapel Hill: The University of North Carolina Press, 2005.

Documentation is very evident by this author. The book had an index, a very extensive bibliography and fifteen pages of end notes. The research was done with government sources, essays, newspapers, dissertations and books. I would recommend it only to teachers for background knowledge on the abolitionists. It is an interesting story about six women in upstate New York who petition to vote and they were not involved with the Seneca Falls convention at all. It does contain good information about this area that was very political. The Abolition movement no doubt affected these women.

Hakim, Joy. Liberty for All. New York: Oxford University Press, 1999.

This book would be very worthwhile to have in the classroom. It covers a wide array of human interest stories that tied in with political happenings in the United States between 1800 and 1860. The graphics, illustrations and maps are very helpful to the reader. It certainly is student friendly. It is written like a story and holds the reader's interest. The slavery information can be located through the index. There are picture credits at the end along with a list of literature books that students might find of interest.

Horton, James O., and Lois Horton. Slavery and the making of America. New York: Oxford University Press, 2005.

The authors state in the beginning of the book that it is important to understand slavery in order to understand the history of the United States. They do a very thorough account starting with Africans in colonial America just after the Civil War. The index and bibliography is more than adequate and includes web sites. There is a chronology at the end that goes from 1619 to 1896 that would be

very helpful to create a timeline. Each chapter has a list of end notes. Many primary sources are used and pictured along with good illustrations. This is an excellent source for teacher and student.

Macy, Jesse. Anti-Slavery Crusade. New Haven: Yale University Press.1921

Many political histories were used to document this book. It contains a great deal of detail about abolition. It begins with the geography of the crusade and ends with a chapter on John Brown. The index would be useful to locate information. There are a number of old photographs of the abolitionists. I would suggest that teachers read it for background because of its detail and organization. There is an interesting chapter about the Underground Rail Road and how it was not supported by all abolitionists.

Sister Societies. DeKalb: Northern Illinois University Press, 2008.

This book is a very good read for the teacher who needs to understand how woman's suffrage grew out of the abolition movement. The Abolition movement flourished through these societies. Even though women could not vote, there was strength in numbers and their voices were heard and it prepared them to also speak up for themselves. The research is excellent. All the societies that existed are listed at the end that includes the city and the years of existence. There are endnote and primary sources like newspapers, reports and published works and a long list of secondary sources. It also has a detailed index.

Slavery Opposing Viewpoints. San Diego: Greenhaven Press, 1992.

It is very important to include this book when studying abolition. It is a collection of all primary sources of real people who have opposing viewpoints on a slavery issue. For example, "Slavery is Immoral" and "Slavery is Moral". It does include some famous ones like Abraham Lincoln and Frederick Douglass but most of them are not well known. There is a chapter preface to give background information for each chapter. Its chronology is from 1619 to 1865. Each chapter has questions for further study which would be most helpful to teachers. There is also a list of black and white autobiographies of this era.

Stauffer, John. The Black Hearts of Men. Cambridge: Harvard University Press, 2001.

It is written from a unique point of view telling the story of the friendship of two black men and two white men who came together for a short point at this crucial time in history to promote abolition. Most of the story centered on Gerrit Smith who lived in upstate New York and did finance John Brown's Raid and Harper's Ferry. So it has some qualities of a novel. It has some interesting information about Frederick Douglass and John Brown. There was a difference between black abolitionists and white abolitionists and this author explained it well. The background information it has is needed by the teacher. It has many end notes and appears to be very well researched.

Wellman, Judith. The Road to Seneca Falls. Urbana: The University of Illinois Press, 2004.

Understanding the Quaker tradition is an important part of understanding the abolitionist movement and this book provides that information. Part 2 which talks about the parallel paths of abolition and the woman's movement is probably the most useful for teachers. It has a large index with many end notes for each chapter containing many primary sources.

Wheeler, Leslie, and Judith Peacock. Events That Changed American History. Austin: Raintree Steck-Vaughn, 1994.

The chapters in this book begin with Plymouth Colony and ends with the Reagan election. There are a few relevant chapters to slavery. The pictures and graphics are colorful and eye-catching. It would be helpful with a student who is a reluctant reader. There is a glossary, an index and suggestions for further reading but no bibliography. The material is organized with sub headings in order to facilitate understanding for the student.

Witness for Freedom. Chapel Hill: The University of North Carolina Press, 1993.

This is another essential book for the teacher in order to understand all the different perspectives on the Abolitionist Movement. It is very thorough in its coverage and is documented with many primary sources including slave narratives. Its chronology is from 1619 to 1865. It also contains a glossary and secondary sources along with the index. It also has portraits and copies of ads that were relevant to this issue.

## **Web Sites**

<http://www.nps.gov>

<http://womenshistory.about.com>

<http://www.yaleslavery.org>

<http://thomaslegion.net>

<http://www.whispersofangels.com>

<http://education.ucdavis.edu>

<http://www.cerritos.edu>

<http://americanabolitionist.liberalarts>

## **Overview for the Two-Week Unit:**

I am planning to introduce the idea of abolition of slavery in the context that is occurs which is the Reform Movement. We will follow the chapter in their textbook quite closely, diverting to supplementary materials as needed. As we progress through the learning activities, the students will be preparing to role play at an Abolitionist Convention where the abolitionists they have been researching, will meet and discuss how to abolish slavery.

**Lesson I and II (double blocks):** Introduce the unit by having the students participate in a KWL chart to see what they do know about abolition and slavery in general. We will then discuss the learning outcomes. This will be followed by a dramatic reading by six students on “The Tappan Brothers Confront the Nation Over Slavery”, a reader’s theater play by John Robertson. This will be followed by a discussion. The students will be instructed to review the back on their textbooks with me to look for passages in the Declaration of Independence and the United States Constitution that either support or not support the institution of slavery. Then we will watch a 15-minute documentary on “The Abolitionists.”

When the students return from their 10-minute Academic Advisory break, I will explain the group work they need to do in order to prepare for a panel discussion on a letter in *The Liberator* by William Lloyd Garrison. We will also go over the homework assignments and due dates for this unit. Assign the homework sheet of Regional Differences and Sectional Compromises, due the next class. Assign the reading for Chapter 12 and explain the section review questions will be their quiz on the next class and on Friday they will have a quiz on half the vocabulary words for the chapter. The rest of this class will be group work preparing for the panel discussion on the editorial written by William Lloyd Garrison.

**Lessons III and IV (double blocks):** I will give a quiz on the section review questions for the chapter on pp. 265 and 274. The students will finish preparing for the panel discussion and give the panel discussion. We will then do a class reading on “the Abolitionists and Slavery” and with a partner, they will fill out a graphic organizer in two columns, one for the reasons to support slavery and the other for reasons to abolish slavery. Also included is a sheet on the population of the U.S. in 1790 with the total population and the slave population state by state and we will have a discussion on those statistics. I will then explain and pass out the instruction sheet about the research each student needs to do on an abolitionist so he/she can role play that person at an abolitionist convention to discuss how to abolish slavery in the United States. After the break (AA) we will go to the library to do research on the individual abolitionists.

**Lesson V (50 minutes):** The students will take a quiz on the first eight vocabulary words. The students will finish preparing for the Abolitionist Convention. I plan to conference with them to see how they are progressing. Over the weekend, they should finish their autobiographies on their abolitionists.

## **Week #2**

**Lesson VI and VII (double block):** Return corrected homework papers and review the rest of the new vocabulary for the chapter. Start with the worksheet on the Expansion of Slavery with the maps of the compromises and discuss. Write and rehearse with a partner what type of speech they will be making at the convention based on their research for the autobiography. Start the anti-slavery posters they will have on display at the convention.

**Lesson VIII and IX (double block):** I plan to give the quiz on the last seven words of the vocabulary list for the chapter. Introduce and view the video on slavery (The Prince Among Slaves) Have the students write a fact, feeling, question and idea sheet to respond to the video. Finish the posters and any final details for Friday's convention.

**Lesson X (50 minutes):** Facilitate the convention by reading some actual excerpts from anti-slavery, abolitionist speeches. Run the class like a convention would be run. Have a question and answer session at the end. We will do another KWL Chart with the Emphasis on What We Learned and they will also fill out their student evaluation sheet.

## The Founding of the Anti-Slavery Society in New York City, 1831

Choose one of the Abolitionists listed below. We will have a “mock” convention on **Friday, May 1, 2009** to discuss the abolition of slavery in America. Research this man or woman and find out as much information as possible. Use the research guidelines on the Become a Famous Person worksheet. There are plenty of questions for you to answer **IF the information is available**. You will need to know the social and political background and his/her positions on anti-slavery and women’s suffrage. Find out if this person is black or white or of multi-racial ancestry. The research is needed in order to write a five-paragraph biography essay on this abolitionist. You will also use this information to prepare a short speech to express your point of view at our “mock” convention.

Arthur Tappan\*\*

Jonathan Edwards

Lewis Tappan\*\*

Charles Finney\*

William Lloyd Garrison\*\*

John Brown\*

Theodore Weld\*\*

James McCune Smith\*

Samuel Eli Cornish\*\*

Gerrit Smith\*

Robert Purvis\*\*

James G. Birney\*

Wendell Phillips\*\*

Tunis Campbell\*

Frederick Douglass\*\*

Harriet Tubman

William Wells Brown\*\*

Sojourner Truth

Angelina Grimke\*

Lucretia Mott\*

Sarah Grimke\*

Elizabeth Cady Stanton\*

Henry David Thoreau

Harriet Beecher Stowe

Benjamin Lundy

William Still

Ralph Waldo Emerson

Prudence Crandall

\*\*Actually attended

\*Choose second