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Final Project

TEACHING AMERICAN HISTORY
The Enduring Legacy of the American Revolution: FREEDOM
Grasping the Thorny Rose

Proposal/Project: My proposal and project was to create a unit of five lessons that will examine the relationship between the abolition and women’s movements in the mid 19th century in the United States. These lessons will be in the context of the revolutionary ideas espoused in the American Revolution and will be used as a basis for discussions. The discussions will deal with the ideals that the nation set for itself and the place that the abolition and women’s movements had in reaching those ideals. Further, the unit will deal with the abandonment of the women’s movement by male abolitionists and the consequence of that in American history. The unit will deal with primary documents and the organization of a chain of evidence. This unit will culminate in the students creating document-based questions (DBQ) about the two movements.

Grade Level: This unit will be taught in an AP U.S. History class, which will consist of students in the 11th and 12th grades. These students are an upper level group.

Seminar Impact: The seminar was instrumental in giving me a focus for my proposed project. I am extremely interested in this time period of American history and I feel that these issues have been two of the most important that the nation has ever dealt with. The discussion, in conjunction with her book, with Dr. Beth Salerno was illuminating. The other keynote speakers were also very informative. In particular, John Peterson’s presentation was incredibly detailed and passionate. I hope to build upon this seminar in order to inspire my students as well as I have been.

Central Questions:

- Who were the leaders of the respective women’s and abolition movements?
- Did geography and technology play a part in the advance of and resistance to these movements?
- Was the abolition movement a success or a failure?
- What were the principles of the American Revolution that the women’s movement used to further their cause?
- What were the principles of the American Revolution that the abolition movement used in their arguments?

Challenge Questions:

- Why was there conflict between two movements for freedom?
- Does freedom have different definitions to Americans and others?

- Is the women's movement finished?
- How revolutionary was the American Revolution in regard to blacks and women?
- Why did it take women 50 years to get the vote after the 15th amendment gave the right to black males?

Lesson Length: This unit will take about a week of class time. It will use five lesson periods of approximately 42 minutes apiece. However, the time needed for the research for the students' projects will require the lessons to be spread over a period of weeks. The definitive dates will need to be addressed. The unit will culminate in the students creating and presenting Document Based Questions on the abolition and women's movements.

- Lesson 1 – Introduction lecture and presentation of key ideas
- Lesson 2 – Discussion of reform movements and central questions
- Lesson 3 – Research in library/computer lab
- Lesson 4 – Discussion of challenge questions
- Lesson 5 – Presentation of individual DBQ questions by the students

Key Ideas:

- The American character was and is defined by freedom.
- The ideals of the American Revolution were not easy to attain.
- The abolition movement as well as the women's movement had internal divisions.
- Abolitionism depended upon women for support, as abolitionists were a minority in the north.

Intended Learning Outcomes:

- Students will list and identify who the key players of the abolition and women's movements were and what they believed.
- Students will construct outlines to analyze primary documents.
- Students will create their DBQ questions and enumerate a chain of evidence of primary source material that allows their question to be answered and/or explored.
- Students will make connections with the enduring legacy of the American Revolution in a constructed response to their DBQ.

National History Standards: The National History Standards that will be addressed in this unit will be as follows.

Historical Thinking:

- Standard 1: Chronological Thinking
- Standard 2: Historical Comprehension
- Standard 3: Historical Analysis & Interpretation
- Standard 4: Historical Research Capabilities
- Standard 5: Historical Issues- Analysis & Decision making

Content Standards:

Era 3: Revolution and the New Nation (1754- 1820's)

- Standard 1
- Standard 2
- Standard 3

Era 4: Expansion and Reform (1801 – 1861)

- Standard 2
- Standard 3
- Standard 4

Vermont Standards: The Vermont Standards that will be addressed in this unit will be as follows.

§ Vital Results:

- 1.3 – Reading Comprehension
- 1.7 – Responses to Literature
- 1.8 – Reports
- 1.10 – Procedures
- 1.11 – Persuasive Writing
- 1.18 – Information Technology
- 1.19 – Research
- 3.1 – Goal Setting

Fields of Knowledge:

- 6.1 – Causes and Effects in Human Societies
- 6.3 – Analyzing Knowledge
- 6.4 – Historical Connections
- 6.6 – Being a Historian
- 6.8 – Movements and Settlements
- 6.10 – Types of Government
- 6.14 – Forces of Unity & Disunity
- 6.18 – Nature of Conflict

Preparation for Teaching: In preparation of this unit I will develop the five individual lesson plans needed. I will coordinate at least one library session with the library staff at FHUHS. The students will be assigned the relevant textbook and outside reading so as to foster familiarity with the material being covered.

Activities: The five lessons will include a lecture, group discussion of the questions, a session in the library, and presentations in class of research.

Assessment: I will utilize a rubric for the Document Based Questions that the students create, as well as the bibliographies, and for the class discussion. A checklist will also be utilized to aid the students in staying on schedule. The dates for the assignments will be included on the checklist. This will ensure clear understanding of deadlines and

expectations. This will also clearly explain the value of the assessments in conjunction with the aforementioned rubrics.

50 points

- You should teach me. These will be rare.

40-45 points essay:

- Contains a well developed thesis that both identifies and evaluates an issue
- Discusses several aspects of the issue along with analyzing its relevancy
- Effectively uses and cites a substantial number of sources
- Supports thesis with substantial & relevant outside information
- Is clearly organized and well written

25-35 points essay:

- Contains a thesis that identifies the issue
- Discusses some aspects of the issue; may have limited analysis & may focus on one part of the issue rather than the whole
- Uses some sources acceptably
- Shows evidence of acceptable organization & writing

10-20 points essay:

- Deals with the issue in a general manner
- May cite one source
- Has problems in organization and information is inaccurate

0-10 points essay:

- Contains no thesis
- Contains no reference to a source
- Is completely off the topic or blank

PRIMARY SOURCES: For primary sources on the abolition and women's movements I relied on three sources. The material is so vast that I will only cite the sources for the collections of primary documents. They were the National Archives and Records Administration, the Library of Congress, and the Avalon Project at Yale. All of these are online.

For National Archives	www.archives.gov
For Library of Congress	www.loc.gov
For Avalon Project	www.avalon.law.yale.edu

SECONDARY SOURCES:

Bynum, Victoria. *Unruly Women: The Politics of Social & Sexual Control In the Old South*. Chapel Hill: The University of North Carolina Press, 1992.

This book deals with the issue of woman's status and role in the South before and during the Civil War. Bynum examines a different side of the gender story in America by looking at women of all races and classes in North Carolina. Accordingly, this book was very useful in showing that women in every section wanted more freedom. I found the book illuminating in how the author detailed

the difference between the public and private spheres of women. I was introduced to this book while a student at the University of North Carolina at Charlotte.

Fox-Genovese, Elizabeth. *Within the Plantation Household: Black and White Women of the Old South*. Chapel Hill: The University of North Carolina Press, 1988.

When Professor Holman Jordan assigned this book I was not looking forward to reading it. I am glad that I could benefit from his experience. Fox-Genovese is extremely readable and is considered an authority in the field of history. This book was the first social history that I had read in regards to gender and American culture. The intellectual arguments in this book are wonderful to discuss and debate with my students. It is a book I will use for a long time in my teaching.

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

The title *Untidy Origins* is an extremely clever device by the author. Ginzberg opens the door for a wide-ranging discussion on citizenship, marriage, law, social roles, and history with this title. Ginzberg's style is dry at best, but I personally did not find this to be a major detraction from the book. The narrative is authoritative and to a small degree legalistic in tone. It is solid history and was a decent read. I was assigned this book as a part of the Teaching American History class and it has been useful this year in my discussions with my students.

Oakes, James. *Slavery and Freedom: An Interpretation of the Old South*. New York: Vintage Books, 1990.

Oakes' book is important because he writes about the past and not just other historians. What I mean is that a lot of professional history is really historiography. This book deals with the open contradiction of a free society that is dependent on the institution of slavery. The author deals with the definition of slavery, which seems to be so obvious, but is much more complex when closely examined. This is due to the relationship between slavery and capitalism that Oakes presents. Thus, this book is a very provocative tool for classroom discussion.

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

This book is a collection of primary documents in the form of personal statements of African Americans. The stories that are told are organized into sections dealing with different aspects of the abolitionist movement up through the Civil War. Ripley and his co-editors create a panorama of the African American culture that was actively striving to be free. I was assigned this text as a

part of the summer seminar reading for the Teaching American History class. I have been able to use the stories from this book to great effect in my classroom to broaden the scope of my student's understanding of the part that African Americans played at this time in our history.

Salerno, Beth. *Sister Societies: Women's Anti-Slavery Organizations in Antebellum America*. DeKalb: Northern Illinois University Press, 2005.

I was able to meet the author of *Sister Societies* at the summer session of this class when she made a presentation on her work. Her work is well written and insightful. Salerno deals with the role that women played in organizing the anti-slavery movements of the nation. The book is very current and well researched.

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

John Stauffer's book *Black Hearts of Men* deals with the story of four prominent Americans who believed wholeheartedly in radical solutions to the issue of slavery in the two decades before the American Civil War. The book was first published in 2001 and was the winner of two professional prizes, including one from the Organization of American Historians. Stauffer is a professional historian with a Ph.D. in American Studies from Yale and is currently a professor at Harvard University. Stauffer has written a book that will appeal to a broad audience. Obviously, academics will be interested, as this is a serious piece of history and started out as Stauffer's Ph.D. dissertation. I feel that it was written for a general audience as well. I was introduced to this book as a part of the course Teaching American History. I believe that it will be very useful in my future classes.

Accommodations: All accommodations that are required by law and decorum will be met in accordance with school policy.