

**Lesson Plan** by: Ashley Radosevich

**Lesson:** Slavery-Abolitionist Movement **Length** 45 minutes-1 period **Age or Grade Intended**

8<sup>th</sup> Grade

**Academic Standard(s):**

8.1.16

National Expansion and Reform: 1801 to 1861. Describe the abolition of slavery in the northern states, including the conflicts and compromises associated with westward expansion of slavery. (Core Standard) *(Discussed during class)*

8.1.18

National Expansion and Reform: 1801 to 1861. Analyze different interests and points of view of individuals and groups involved in the abolitionist, feminist and social reform movements, and in sectional conflicts. (Core Standard) *(Assessed)*

8.1.19

National Expansion and Reform: 1801 to 1861. Explain the influence of early individual social reformers and movements. *(Discussed during class)*

**Performance Objectives:**

The students will analyze a point of view from an individual involved in the abolitionist movement given a primary source, by getting 15 out of 18 on the analysis worksheet. *(This will be turned in at the beginning of the next class.)*

**Assessment:**

The students will be assessed on how to read a primary source properly when they fill out their analysis worksheets. However, we will discuss the rise of the abolition movement and some of its influencers before this. There will be two documents viewed and analyzed. They will be allowed time to begin reading their documents and ask any questions at the end of class. This is due the next day in class.

**Advanced Preparation by Teacher:**

In advanced preparation, I will gather my notes to present to the class over the start of the abolition movement and those involved. Then I will type up my Bloom's Questions I expect the students to be able to answer during the period, or later on an exam (This is really just for me to make sure I cover what I want my students to know). Then I will make copies of the analysis worksheet and documents for my classes, along with some sample answers for analysis.

**Procedure:**

**Introduction/Motivation:**

To introduce the abolition movement I will show them a video from history.com. It is a short video on how the abolition movement got started and who were some of its biggest advocates. (3min 26sec)

<http://www.history.com/topics/abolitionist-movement/media#abolition-and-the-underground-railroad>

**Step-by-Step Plan:**

1. The class will be introduced to the abolition movement through a video. (Gardner: Visual/Spatial) (3min 26sec)
2. Then we will have a class discussion over the material I have listed in my notes. Chapter 12 Section 2-Window Shop Discussion (This means that not all the material in this section will be covered, but only the basics. There is no formal presentation, but rather a back and forth discussion.) (Gardner: Verbal/Linguistic, Interpersonal)
3. Frederick Douglas video (Gardner: Visual/Spatial)
  - a. <http://www.history.com/topics/abolitionist-movement/videos#frederick-douglas>
4. Underground Railroad video (Gardner: Visual/Spatial)
  - a. <http://www.history.com/topics/abolitionist-movement/videos#abolitionists-and-the-underground-railroad>
  - b. Look at the map (Content Skill)
  - c. Harriet Tubman video
    - i. <http://www.history.com/topics/abolitionist-movement/videos#harriet-tubman-and-the-underground-railroad>
5. Assign homework (Gardner: Intrapersonal)
  - a. Give half the class a pro-slavery document and the other half an anti-slavery document. (I have the two sources on paper. They are from another class. I could not find them online.)
  - b. Handout the analysis worksheet.
  - c. This is due the next day.
  - d. They will have the rest of class to begin reading their source and ask any questions.

**Closure:**

The nation was already becoming more and more divided as the movement went on. Do you see any evidence that war is coming?

**Adaptations/Enrichment:**

**Students with LD in reading:** I will provide these students with a source that has some excerpts highlighted, so they can focus on the main points.

**Enrichment for Gifted and Talented:** I will have these people do some research on Harriet Tubman to learn more about her life and contributions to the abolition movement/work on the Underground Railroad.

**Self-Reflection:**

Were the videos effective? Were the students able to answer the Bloom's questions after watching the videos?

How was the length of the lesson? Did the students seem engaged?

Were the sources appropriate for their age? Did the analysis worksheet prove beneficial in understanding the sources?

# **Bloom's Questions**

## **IUP Lesson 2: Abolition Movement**

These are the questions I will be asking throughout the class to encourage higher levels of thinking from the students on the topics of the trade route and slave life. Or, these are questions I would anticipate that the students could potentially answer on the final exam.

1. What was the purpose of the abolition movement? (Synthesis)
2. How did slavery end in the North? (Comprehension)
3. Examine William Lloyd Garrison's excerpt on page 423. (Analysis)
  - a. How did he feel about slavery?
  - b. Conclude what he means when he uses the example of a burning house.
4. Who was Frederick Douglas? (Comprehension)
5. What was his main contribution to the abolition movement? (Comprehension)
6. What are some possible arguments against slavery? For slavery? (Comprehension)
7. Which side do you think had the strongest argument? Why? (Evaluation)
8. Who was Harriet Tubman? (Comprehension)
9. How did she contribute to the Underground Railroad? (Comprehension)
10. What was the Underground Railroad? (Comprehension)
11. How did it work? (Analysis)
12. Do you see any evidence that war is coming? (Analysis)

## **Teacher Notes: Abolition Movement**

1. Video- Abolition
  - a. What was the abolition movement?
  - b. Who did it consist of?
2. Talk about the roots of antislavery
  - a. End of slavery in the North
  - b. Problem of slave or free state?
  - c. American Colonization Society
3. Famous Abolitionists
  - a. William Lloyd Garrison
    - i. Excerpt in textbook
  - b. Frederick Douglas
    - i. Video
4. Arguments against slavery
  - a. Can you think of some possible arguments?
  - b. Morally wrong
  - c. Hindered technology
  - d. Constitutionally wrong
5. Arguments for slavery
  - a. Can you think of some possible arguments?
  - b. Economics
  - c. Historical
  - d. Religious
  - e. Social good
  - f. Humanitarianism
  - g. <http://www.ushistory.org/us/27f.asp>
6. What is your opinion on the two sides?
7. Underground Railroad
  - a. Video
  - b. What was the Underground Railroad?
  - c. Look at the Map (Content Skill)
  - d. Harriet Tubman
    - i. video
    - ii. Who was she?
    - iii. How was she important to the Underground Railroad?
8. Assign homework
  - a. Give half the class one primary source and the other half another source.
  - b. Give out the analysis worksheet
9. Conclusion
  - a. The nation was already becoming more and more divided as the movement went on.
    - i. Do you see any evidence that war is coming?

# Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one)(1 pt):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more)(1 pt):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT (1 pt): \_\_\_\_\_

4. AUTHOR (OR CREATOR) OF THE DOCUMENT (1 pt): \_\_\_\_\_

POSITION (TITLE) (1 pt): \_\_\_\_\_

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? (1 pt) \_\_\_\_\_

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important (3 pt):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this document was written? (2 pt)

\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document. (3 pt)

\_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written (2 pt):

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E. Write a question to the author that is left unanswered by the document (2 pt):

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**Designed and developed by the  
Education Staff, National Archives and Records Administration, Washington, DC 20408.**

# Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one)(1 pt):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> * Other (political)  |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more)(1 pt.):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> * Handwritten          | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> * Typed                | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT (1 pt): none

4. AUTHOR (OR CREATOR) OF THE DOCUMENT (1 pt): John C. Calhoun

POSITION (TITLE) (1 pt): John C. Calhoun Defends Slavery

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? (1 pt) for those who believed slavery to be wrong

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important (3 pt):

- could be a number of things; must come from the text; answer for letter B must correlate
- \_\_\_\_\_
- \_\_\_\_\_

B. Why do you think this document was written? (2 pt)

To promote that slavery is not as bad as everyone thinks; to show that slaves have a better life

C. What evidence in the document helps you know why it was written? Quote from the document. (3 pt)

several answers; must coordinate with letter B

D. List two things the document tells you about life in the United States at the time it was written (2 pt):

People were starting to question morality of slavery; slavery was becoming a huge political question

E. Write a question to the author that is left unanswered by the document (2 pt):

could come up with several; must be appropriate and a well thought out question; higher level of thinking

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## Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one)(1 pt):

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Newspaper | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter               | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent               | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum           | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more)(1 pt):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input checked="" type="checkbox"/> Typed       | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

3. DATE(S) OF DOCUMENT (1 pt): January 1, 1831

4. AUTHOR (OR CREATOR) OF THE DOCUMENT (1 pt): William Lloyd Garrison

POSITION (TITLE) (1 pt): The Liberator. "To the Public"

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? (1 pt) the public; those who were against slavery

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important (3 pt):

1. could be a number of things; must come from the text; answer for letter B must correlate
2. \_\_\_\_\_
3. \_\_\_\_\_

B. Why do you think this document was written? (2 pt)

to make the public aware aware of the horrors of slavery; to persuade the public to believe slavery was wrong

C. What evidence in the document helps you know why it was written? Quote from the document. (3 pt)

several answers; must coordinate with letter B

D. List two things the document tells you about life in the United States at the time it was written (2 pt):

the debate over slavery was a hot topic; there were people who were passionate for or against slavery; both sides had answers for why they were right and justified in their beliefs

E. Write a question to the author that is left unanswered by the document (2 pt):

could come up with several; must be appropriate and a well thought out question; higher level of thinking

Divide all documents up into groups for studying for exam

Pro slavery

## JOHN C. CALHOUN DEFENDS SLAVERY

To maintain the existing relations between the two races. . . . is indispensable to the peace and happiness of both. It cannot be subverted without drenching the country in blood, and extirpating one or other of the races. Be it good or bad, it has grown up with our society and institutions, and is so interwoven with them, that to destroy it would be to destroy us as a people. But let me not be understood as admitting, even by implication, that the existing relations between the two races in the slaveholding States is an evil:—far otherwise; I hold it to be a good. . . . Never before has the black race of Central Africa, from the dawn of history to the present day, attained a condition so civilized and so improved, not only physically, but morally and intellectually. It came among us in a low, degraded, and savage condition, and in the course of a few generations it has grown up under the fostering care of our institutions,

reviled as they have been, to its present comparatively civilized condition.

. . . I may say with truth, that in few countries is so much left to the share of the laborer, and so little exacted from him, or where there is more kind attention paid to him in sickness or infirmities of age. Compare his condition with the tenants of the poor houses in the more civilized portions of Europe—look at the sick, and the old and infirm slave, on one hand, in the midst of his family and friends, under the kind superintending care of his master and mistress, and compare it with the forlorn and wretched condition of the pauper in the poor house. . . . I fearlessly assert that the existing relation between the two races in the South . . . forms the most solid and durable foundation on which to rear free and stable political institutions. . . . There is and always has been in an advanced stage of wealth and civilization, a

conflict between labor and capital. The condition of society in the South exempts us from the disorders and dangers resulting from this conflict; and which explains why it is that the political condition of the slaveholding states has been so much more stable and quiet than that of the North. . . . the experience of the next generation will fully test how vastly more favorable our condition of society is to that of other sections for free and stable institutions, provided we are not disturbed by the interference of others, or shall have sufficient intelligence and spirit to resist promptly and successfully such interference.

. . . One thing alarms me—the eager pursuit of gain which overspreads the land, and which absorbs every faculty of the mind and every feeling of the heart. Of all passions avarice is most blind and compromising.

SLAVERY

## The *Liberator*: "To the Public"

From *The Liberator*  
January 1, 1831

To the Public

In the month of August, I issued proposals for publishing "THE LIBERATOR" in Washington city; but the enterprise, though hailed in different sections of the country, was palsied by public indifference. Since that time, the removal of the *Genius of Universal Emancipation* [Benjamin Lundy's anti-slavery newspaper] to the Seat of Government has rendered less imperious the establishment of a similar periodical in that quarter.

During my recent tour for the purpose of exciting the minds of the people by a series of discourses on the subject of slavery, every place that I visited gave fresh evidence of the fact, that a greater revolution in public sentiment was to be effected in the free states -- *and particularly in New-England* -- than at the south. I found contempt more bitter, opposition more active, detraction more relentless, prejudice more stubborn, and apathy more frozen, than among slave owners themselves. Of course, there were individual exceptions to the contrary. This state of things afflicted, but did not dishearten me. I determined, at every hazard, to lift up the standard of emancipation in the eyes of the nation, *within sight of Bunker Hill and in the birth place of liberty*. That standard is now unfurled; and long may it float, unhurt by the spoliations of time or the missiles of a desperate foe -- yea, till every chain be broken, and every bondman set free! Let southern oppressors tremble -- let their secret abettors tremble -- let their northern apologists tremble -- let all the enemies of the persecuted blacks tremble.

I deem the publication of my original Prospectus unnecessary, as it has obtained a wide circulation. The principles therein inculcated will be steadily pursued in this paper, excepting that I shall not array myself as the political partisan of any man. In defending the great cause of human rights, I wish to derive the assistance of all religions and of all parties.

Assenting to the "self-evident truth" maintained in the American Declaration of Independence, "that all men are created equal, and endowed by their Creator with certain inalienable rights -- among which are life, liberty and the pursuit of happiness," I shall strenuously contend for the immediate enfranchisement of our slave population. In Park-street Church, on the Fourth of July, 1829, in an address on slavery, I unreflectingly assented to the popular but pernicious doctrine of gradual abolition. I seize this opportunity to make a full and unequivocal recantation, and thus publicly to ask pardon of my God, of my country, and of my brethren the poor slaves, for having

uttered a sentiment so full of timidity, injustice and absurdity. A similar recantation, from my pen, was published in the *Genius of Universal Emancipation* at Baltimore, in September, 1829. My conscience is now satisfied.

I am aware, that many object to the severity of my language; but is there not cause for severity? I *will* be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or speak, or write, with moderation. No! no! Tell a man whose house is on fire, to give a moderate alarm; tell him to moderately rescue his wife from the hand of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen; -- but urge me not to use moderation in a cause like the present. I am in earnest -- I will not equivocate -- I will not excuse -- I will not retreat a single inch -- AND I WILL BE HEARD. The apathy of the people is enough to make every statue leap from its pedestal, and to hasten the resurrection of the dead.

It is pretended, that I am retarding the cause of emancipation by the coarseness of my invective, and the precipitancy of my measures. The *charge is not true*. On this question my influence, -- humble as it is, -- is felt at this moment to a considerable extent, and shall be felt in coming years -- not perniciously, but beneficially -- not as a curse, but as a blessing; and posterity will bear testimony that I was right. I desire to thank God, that he enables me to disregard "the fear of man which bringeth a snare," and to speak his truth in its simplicity and power. And here I close with this fresh dedication:

Oppression! I have seen thee, face to face,  
And met thy cruel eye and cloudy brow;  
But thy soul-withering glance I fear not now --  
For dread to prouder feelings doth give place  
Of deep abhorrence! Scorning the disgrace  
Of slavish knees that at thy footstool bow,  
I also kneel -- but with far other vow  
Do hail thee and thy hord of hirelings base: --  
I swear, while life-blood warms my throbbing veins,  
Still to oppose and thwart, with heart and hand,  
Thy brutalising sway -- till Afric's chains  
Are burst, and Freedom rules the rescued land, --  
Trampling Oppression and his iron rod:  
*Such is the vow I take* -- SO HELP ME GOD!

William Lloyd Garrison

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From: *William Lloyd Garrison and the Fight Against...*

By: Cain

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EDUC348 Interdisciplinary Unit Plan

Name Ashley Radosevich

CARE Objectives	Unsatisfactory	Basic	Proficient	Distinguished
<b>Overview/Timeline/Unit Objectives/Essential Questions</b> <b>CARE: R5, A4</b> <b>30 points</b>	Timeline not used and/or confusing or missing information; objective does not follow Indiana standards and/ or overview and essential questions missing. (0-12)	Includes all required information, but may be confusing; objective that leads to partial fulfillment of Indiana standards; some overview and essential questions (13-21)	Includes required information; <u>understandable</u> page design; <u>graphics relate to content</u> ; objective that leads to fulfillment of Indiana standards; written overview, essential questions, timeline (22-26)	Includes <u>required information</u> ; creative, clear, <u>understandable</u> page design; graphics enhance content information; clear, explicit <u>unit objective</u> that leads to <u>fulfillment of Indiana standards</u> ; well-written overview, <u>essential questions</u> , and clear timeline (27-30) 28
<b>UNIT ACTIVITIES/ LESSON PLANS</b> <b>CARE: E7, R1</b> <b>50 points</b>	Lessons incomplete; lacking student involvement; less than 3 active lessons (0-20)	Details lacking in plans, active student involvement in 3 lessons; some lessons responsive to individual learning needs (21-33)	Detailed description of activities; active student involvement in 4 lessons; <u>lessons generally responsive to individual learning needs</u> (34-44)	Detailed <u>description</u> of activities; <u>activities relate to objective</u> ; <u>active student involvement</u> in ALT-lessons; lessons responsive to individual learning needs (45-50) 47
<b>CONTENT INTEGRATION</b> <b>CARE: E7, R3</b> <b>20 points</b>	Lessons do not enhance previous lessons and unit plan (0-5)	Some lessons enhance previous lessons and/ or some core content knowledge integrated (6-12)	Most lessons enhances previous lessons and unit plan: some core content knowledge integrated (13-17)	Each <u>lesson enhances</u> previous lessons and <u>unit plan</u> ; core content <u>knowledge integrated</u> (18-20) 20
<b>ASSESSMENT METHODS</b> <b>CARE: A4</b> <b>20 points</b>	Assessment not related to discipline topic or missing (0-5)	Demonstrates some knowledge of effective assessments by using some appropriate assessment methods ; descriptions may be unclear (6-12)	Demonstrates knowledge of <u>effective assessments by using a variety of appropriate assessment methods with good descriptions</u> (13-17)	Demonstrates excellent knowledge of effective assessments by using a variety of appropriate assessment methods with clear descriptions (18-20) 18
<b>Standard Writing Conventions</b> <b>CARE: R5</b> <b>20 points</b>	Unit reflects a lack of knowledge of standard writing conventions; errors distract from overall readability (0-5)	Unit reflects knowledge of some grammar and writing conventions but contains errors that distract from the overall readability of the plan (6-12)	Unit reflects knowledge of grammar and writing conventions but may have slight errors <u>that do not distract from the overall readability of the plan</u> (13-17)	Unit reflects mastery and knowledge of grammar and writing conventions (18-20) 19
<b>Relationships / Team building/ Reflection</b> <b>CARE: R4</b> <b>20 points</b>	Reflection doesn't accurately portray team participation; doesn't work as a team player; creates tension, friction in group (0-5)	Doesn't consistently work to build a productive team and/ or doesn't contribute in a positive manner to team discussion; doesn't always work with team in problem solving (6-12)	Generally works cooperatively to build a productive team concept; contributes in a generally positive manner to team discussion; sometimes works as a creative problem solver (13-17)	Honest appraisal in reflection; consistently works cooperatively to <u>build a productive team concept</u> ; <u>contributes in a positive manner to team discussion</u> ; <u>works as a creative problem solver</u> (18-20) 20

Professor comments:

Total 152 out of 160

Nice work. Varied instruction and assessment, good supporting materials. Good reflective and positive group contribution.