

MODULE 1: ABOLITION

Lesson 1: Abolishing the Peculiar Institution: The Slavery Debate in the United States and in the Commonwealth of Massachusetts

Discipline: U.S. History I (grades 9-12)

Lesson Type: Independent work using technology.

Rationale: This lesson will provide students with an appropriate background to the slavery debate in both the United States and the Commonwealth of Massachusetts. The information on the slavery debate should be mostly review, but the information on the movement's origins in the Commonwealth will probably be mostly new material for students.

Instructional Objectives:

- 1) Students will be able to list key events that took place during the founding period that related to the slavery debate by reading the timeline and answering the corresponding questions.
- 2) Students will be able to compare and contrast the slavery debate in the United States and within the Commonwealth by completing an analytical written response.

MA Curriculum Framework:

- USI.17: Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers (H, C).
- USI.23: Analyze the rising levels of political participation and the expansion of suffrage in antebellum America (C, H).
- USI.31: Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism (H).

C3 Framework:

- D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12: Analyze change and continuity in historical eras.

APUSH Curriculum Framework:

- 3.2.II.C: Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.

- 3.2.II.D: The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.

Materials: Handout 1A, tablets/computers for each student or groups of students

Procedure:

Initiation (7-10 minutes): Ask students to recall what compromises were made during the writing of the United States Constitution by writing a list in their notebooks. After 3 minutes, select students to share their answers, creating a new list on the board as they do so. Once the list is complete, ask students what was one theme that these compromises had in common? (Answer: slavery). Once the teacher has reviewed this answer, the following set of questions should be presented to students to discuss with a partner:

-What else they we previously learned about slavery in America?

-Why did it emerge?

-Where was it more prevalent?

-Was there slavery in the North?

-What eventually brought about an end to slavery?

Then, explain to students that they will be reviewing the history of the slavery debate in the United States and in the Commonwealth of Massachusetts from the end of the Revolutionary War to the outbreak of the Civil War.

Development (20-25 minutes): Direct students to this online timeline: <https://www.sutori.com/story/slavery-in-the-united-states-6400> Have them read the history of slavery in the United States timeline. Once they have reviewed the events, they should answer the questions at the end using Handout 1A.

Closing (10 minutes): Review answers to questions as a class. Explain to students that throughout U.S. history, Massachusetts has often been a more progressive state, making key contributions to major national reform movements and that the abolition movement is a prime example of such. Explain that over the next few days, students will begin to see how Massachusetts, and specifically women in Massachusetts, contributed to this larger effort in the antebellum period of the United States.

Extension Activity: Have students select one event on the timeline and research it further. Students should then write a one-paragraph analysis of the event answering the question

of how this event would impact the abolition movement and/or the Commonwealth of Massachusetts.

Assessment Measures: Teachers will be able to assess student understanding of this lesson by circulating the classroom as students are working and by reviewing questions at the end of the timeline. Teachers may also choose to collect student responses on Handout 1A to check each student's answers to these questions.