

Lesson 2: The Era of the Common Man: How Women Became Involved in Abolition

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

Lesson Type: Independent Reading and class discussion

Rationale: This lesson will provide the necessary background on the history of the abolition movement and on women's role in the abolition movement in Massachusetts to aid in later lessons in the module.

Instructional Objectives:

- 1) Students will be able to explain the concept of the expansion of democracy by completing the reading and corresponding questions.
- 2) Students will be able to compare and contrast the growth of the abolition movement and the women's rights movement by completing the reading and questions.

MA Curriculum Framework:

- 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.2.9-12: Analyze change and continuity in historical eras.
- D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

APUSH Curriculum Standards:

- 3.2.I.C: During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.
- 3.2.I.D: In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, and ideal of "republican motherhood" gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

- 3.2.III.C: The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.
- 4.1.III.A: Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.
- 4.1.III.B: Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights. Antislavery efforts in the South were largely limited to unsuccessful slaver rebellions.
- 4.1.III.C: A woman's rights movement sought to create greater equality and opportunities for women, expressing its ideals at Seneca Falls Convention.

Materials: Handout 1B

Procedure:

Initiation (10 minutes): Ask students to make two lists of notable people in American history: one of men and one of women (they can even limit the list to people they have learned about previously in the course). Most likely, the list of women will be much shorter. Then, ask students why they think this is. Was it easy for women to be in a position where they could make a mark on history? What limited them from doing so, especially in early American history?

Development (25 minutes): Explain to students that they will be learning about the evolving role of women in the abolition movement in Massachusetts. Distribute Handout 1B (please note part of this handout is also used in Module 2).

Closing (10 minutes): Review questions as a class.

Extension Activity: Allow students to research other anti-slavery societies and/or female abolitionists. They should identify 5 key facts about the group or person they research.

Assessment Measures: Teachers will be able to assess student learning during discussion of questions at the end of class.