

### Lesson 3: Conveying a Message: Bolstering the Cause

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

Lesson Type: Mini-simulation and small group discussion

Rationale: Students will benefit from experiential learning by partaking in this lesson. Upon entering the classroom, students will enter into one of the annual Anti-Slavery Bazaars of antebellum Boston. This setting will provide them with the context to try to envision what it would be like to be an active contributor to the abolitionist cause.

Instructional Objectives:

- 1) Students will be able to identify forms of mid-nineteenth century advertisements by participating in the activity and completing corresponding worksheet.
- 2) Students will be able to identify common themes in anti-slavery songs by participating in small group discussion.

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:

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
- 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:

- 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: Handouts 1C, 1D, 1E, 1F, 1H, & 1I

Procedure:

*\*\*Before students enter the class, teachers should print copies of the broadsides on Handout 1C and post them around the classroom. Handout 1H should be left at each student's desk.\*\**

*Initiation (2-3 minutes): Classroom as Anti-Slavery Bazaar:* As students enter the classroom, distribute tickets and wafers to the bazaar as well as the advertisements from *The North Star* (Handouts 1D, 1E, & 1F). Tell them to bring these materials to their desk and begin answering the questions on Step 1 on Handout 1H.

*Development (30 minutes):* Step 1: Students should complete the worksheet using the materials they received when they arrived in class. Once the first set of questions have been completed, students should begin Step 2: Analyzing Broadsides. Students should circulate the room to analyze the different broadsides that have been posted. Once a student has viewed the broadsides, he or she should answer the questions that correspond to that broadside. While students are looking at the broadsides, the teacher should circulate the room to observe discussions and prompt critical thinking. Give students about 10 minutes to engage in this activity.

Step 3: Song Analysis: In groups of 2-4 individuals, students will receive a song from the anti-slavery movement (Handout 1G). Each student should first read and annotate the song he or she has received silently. After about 5 minutes, groups may begin to quietly collaborate to answer the questions. They should note who this song was written by and complete the analysis questions on their worksheets. All students should record the answers, but assign one student in the group to serve as the group's presenter. Students should take about 15 minutes completing their song analysis.

*Closing (7-10 minutes):* Have delegates from each group share a summary of their group's song. Ask students to listen for common themes, symbols, tone, etc. between the songs. When done, ask students what they noticed was similar and/or different between the songs. Then, ask the entire class which form of advertising that they saw today (wafers, broadsides, songs, newspaper ads) they think is most effective and why. Ask them to consider the intended audience of these ads when they respond. Distribute Handout 1I and have students respond to the questions for homework.

Extension Activity: If time remains, students can begin the worksheet at the end of the class and finish it for homework.

Assessment Measures: Teachers can assess student learning from this lesson by using either one or both of the following assignments. 1) Collect written responses to the bazaar questions and/or 2) Design Your Own Broadside. As a longer term project, students will design a broadside for an event related to the anti-slavery movement. Students should incorporate answers to the following questions in some visual way in their broadsides: Where would it be held? What do people need to know about that location? Who would you want to be there? Who do you want your audience to be? What is the purpose of the meeting? Any other facts? If classroom space permits, teachers should consider hanging students' broadsides once they have been submitted, either in the classroom or possibly around the school.