

Lesson 4: The Role of Women in the Anti-Slavery Movement in Massachusetts

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

Lesson Type: Primary Source analysis and group work

Rationale: This lesson will allow students to practice their reading comprehension and primary source analysis skills. They will also have the opportunity to work in groups to practice communication and collaboration.

Instructional Objectives:

- 1) Students will be able to identify female abolitionists from Massachusetts by reading their assigned source and completing the assigned questions and by participating in the jigsaw to hear about other sources.
- 2) Students will be able to identify various writing strategies employed by these authors by analyzing the sources and answering 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:

- 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: Handout 1J & 1K

Procedure:

Initiation (5-7 minutes): Ask students to identify examples of how abolitionists garnered support for their cause from the previous class's anti-slavery bazaar. Review and respond as appropriate.

Development (30 minutes): Jigsaw Activity: Divide the class into five separate groups. Distribute one reading for each group from Handout 1J along with corresponding question sheet on Handout 1K. Once groups have completed their assigned reading, create new groups so that there is one representative from each group in the new groups. This representative will report to their new group the findings of their readings. Students should answer questions 6-8 on Handout 1K once everyone has shared.

Closing (5-7 minutes): Review questions 6-8 on Handout together as a class.

Extension Activity: Allow students to begin written assignment (see Assessment Measures).

Assessment Measures: During the lesson, the teacher should circulate the classroom and listen to the discussions each group has. After the completion of the lesson, assign the following written response for students to complete for homework:

Why is the audience of the documents you read today so significant? How does that intended audience change the way the message is conveyed? Which kind of written work is more effective: one that is written to a broader audience or one that is written to a more narrow one? Why? What are the potential pros and cons of each?