

## Swensrud Teacher Fellowship 2016

### Massachusetts Historical Society

#### **The Role of Massachusetts Women in the Abolition and Suffrage Movements**

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**RATIONALE:** By implementing these lessons, teachers will be able to focus on the evolving role of women in reform movements. These movements are a key part of the both U.S. I and U.S. II classes, as well as Advanced Placement United States History. The lessons could also be adapted for use in a women's history elective course. Many women first found their political voice in times of political upheaval and reform, so studying sources from these times offers a glimpse into the evolving role of women at the time. Students will be asked to explore the types of involvement that women had in these movements. Essential questions include the following: What role did women play in reform movements? What national attitudes at the time could have impacted the changing role that women played? Was the role of women imperative to the movement's success? Why or why not? By incorporating these lessons into a class, Massachusetts teachers will be able to incorporate elements of local history. Teachers from other states are provided with a starting point to delve into the prevalence of these reform movements – and women's contributions to them – between their own state and Massachusetts. Lastly, lessons will be aligned with the Massachusetts Curriculum Frameworks for History/Social Studies as well as the C3 Framework for Social Studies State Standards and the Advanced Placement United States History standards, where appropriate.

There is one module for each movement. Module 1 covers abolition and Module 2 covers suffrage. Each module will cover the trajectory of the movement, from its inception on a more national level, to its spread within the Commonwealth, to the role of women, and finally the outcome of the movement's efforts. There are materials in each module that serve to introduce students to the broader topic to prepare them to learn the intricacies of these women's efforts. There are questions throughout these introductions that ask students to synthesize information and make connections with previously learned material. Teachers implementing the lessons are encouraged to use the lessons as they see fit, either as individual lessons to be used in broader units or together as its own unit of study on the ever-changing level of involvement of women in American society.

## **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.

## 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.

### 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.

#### 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?

### Lesson 5: The Outcome of Women's Roles in the Anti-Slavery Movement: Analyzing Data

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

Lesson Type: Data analysis

Rationale: Data analysis is an important skill to cultivate among students. Distribute the figures, charts, and graphs from both primary and secondary sources that highlight the impact that women in the anti-slavery movement had on the effort as a whole.

Instructional Objectives:

- 1) Students will be able to identify sources of income and expenses by analyzing the account sheets of the Massachusetts Anti-Slavery Society and answering questions.
- 2) Students will be able to practice data analysis by answering the questions on the account sheets of the Massachusetts Anti-Slavery Society.

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.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
- 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.

Materials: Handout 1L

Procedure:

*Initiation (5-7 minutes):* Split students into pairs. Give the class 2 minutes to brainstorm with their partners ways in which social and political movements can gain support. After 2 minutes, have each pair share one idea they came up with, writing answers on the board as they are shared. Once the list is created, ask students which of their ideas would be possible in the 1850s. Respond as appropriate.

*Development (25-30 minutes):* Distribute Handout 1L to class. Have them complete the questions in their previously assigned pairs.

*Closing (7-10 minutes):* Review questions as a class.

**Extension Activity:** Ask students to analyze the data and come up with two new ways the Massachusetts Anti-Slavery Society could have made more money and two ways they could have saved on expenses.

**Assessment Measures:** Collect one set of analysis questions from each pair to assess learning and understanding.