

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title – An Abolitionist Lecture*

#### *Featuring:*

*Mr. Frederick Douglass*

*Mr. William Lloyd Garrison*

*And*

*Mrs. Sojourner Truth from Russ Hart*

Grade – 10 Early US History

Length of class period – 3 Block Periods (90 min. each)

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Students will examine the economic, social and cultural ramifications of abolition of slavery on life in America in the late 1840s.

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will:

1. Research and examine the narratives and writings of Douglass, Garrison, and Truth.
2. Compose original abolitionist speeches using cited source materials from the speeches and writings of Douglass, Garrison and Truth.
3. Evaluate and critique persuasiveness of the speeches of historical figures and classmates.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Students will use the internet and library resources to research the viewpoints and speeches of the 3 abolitionists mentioned, as well as the concerns and ideas of various groups of American citizens in the 1840s and 1850s about the positive/negative effects of abolition of slavery.

Activities (What will you and your students do during the lesson to promote learning?)

1. All class members will be assigned a role as either one of the three speakers or one of any number of groups the teacher chooses to be in the crowd of a town meeting lecture on Abolition.

(It would be wise to allow motivated, academically minded and eloquent students serve the roles of the headline speakers.)

2. Possible group affiliations may be: Mill owners, mill workers, police, teachers, landlords, farmers, city-dwellers, freed black men, freed black women, “Back to Africa Movement” members, etc. Each group will discuss and try to find support for their opinions via primary source documents.
3. Students will follow up their class overview on slavery and the abolitionist movement with a block period in the library/computer lab to research specific writings they may use in the Lecture meeting.
4. After each of the titled speakers delivers their 10-\_\_\_ min. speeches, the crowd may pose challenging or critical questions to them or offer words of supportive encouragement.

How will you assess what student learned during this lesson?

1. Each audience member must ask at least \_\_\_ questions or comments and submit them in writing at the end of the period to ensure student participation.
2. Each student must complete the assigned questions to reflect on their learning.

Connecticut Framework Performance Standards –

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources;
  - gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
  - interpret oral traditions and legends as “histories”;
  - evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias;
  - use primary source documents to analyze multiple perspectives.
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- identify various parties and analyze their interest in conflicts from selected historical periods;
  - describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict;