

FREEDOM AND DIGNITY PROJECT
(Scott Maoriello and Thomas Drnek: Wappingers)

Topic Title: Abolitionists and their impact on Sectionalism

Grade Level: 11

Overview of the Learning Experience:

- Abolitionism, the main topic of our lesson, falls within the Constitution Tested Unit
- Identify and explain the Abolitionist movement and its major players
- Evaluate the major contributions of specific Abolitionist leaders within the movement
- Compare and Contrast the various methods used to achieve a common goal
- Understand the impact of the Abolitionist leaders on sectionalism and the coming Civil War
- Analyze different perspectives of people living in different sections of the country to Abolitionist thought and action
- Identify the New York State Social Studies Learning Standard and list the Performance Indicator(s) that will be formally assessed.

Essential Question(s):

- If you are abolitionist does that mean that you are not a racist?
- What was the impact of the Abolitionist movement of the Hudson Valley and what was its legacy?
- Was the Abolitionist movement successful? Was slavery truly abolished?
- How does the Abolitionist Movement compare to other reform movements in American History? Origins, Methods, Participants, Outcomes?
- Is there still slavery in the world today?

Time Allotment (classroom time): Three Periods: Two periods for Introduction and students working on projects. One period for presentations and questions.

Vocabulary (key terms):

The Fugitive Slave Act, Quaker, Underground Railroad, Methodist, Declaration of Sentiments, hypocrisy, Moses, Feminist, Contemporaneous, flax, candor, deemed, validity, endeavored, ally, assenting, enfranchisement, pernicious, unequivocal, recantation, extricate, equivocate, apathy

Materials/Resources:

- Student Materials:
 - Guiding documents for activities that require use of media.
 - Scaffolding activities for challenged learners.
 - Challenging activities for the most able learners.
 - Primary and Secondary Sources:
 - Harriet Beecher Stowe
 - Biography of Harriet Beecher Stowe,
 - http://www.gradesaver.com/ClassicNotes/Authors/about_harriet_stowe.html
 - Harriet Beecher Stowe to Eliza Cabot Follen, December 16, 1852

<http://xroads.virginia.edu/~MA97/riedy/hbs.html>

Uncle Tom's Cabin, Conclusion

<http://xroads.virginia.edu/~MA97/riedy/concl.html>

John Brown

The History of John Brown, http://afgen.com/john_brown1.html

Speech to the Court, Goodheart Lawrence B. and Hugh Hawkins *Problems in American Civilization, The Abolitionists: Means, Ends, and Motivations*. D.C. Heath and Company Lexington Massachusetts: 1995, p.66-68.

John Brown interviewed by Senator Mason,

<http://www.spartacus.schoolnet.co.uk/USASbrown.htm>

Sojourner Truth

Short Biography and "Ain't I a Woman"

<http://www.kyphilom.com/www/truth.html>

Narrative of Sojourner Truth

<http://digital.library.upenn.edu/women/truth/1850/1850-1.html>

Harriet Tubman

Harriet Tubman Frees 300 Slaves

<http://www.oldnewspublishing.com/tubman.htm>

Harriet Tubman: The Moses of her People. 1886 Sarah Bradford and Tubman Pages 40-43

Harriet Tubman Underground Railroad –NY

William Lloyd Garrison

"To the Public"(1831), Goodheart Lawrence B. and Hugh Hawkins *Problems in American Civilization, The Abolitionists: Means, Ends, and Motivations*. D.C. Heath and Company Lexington Massachusetts: 1995, p.41-44.

American Union

<http://www.augusta.k12.va.us/wmhs/harden/garrisonunion.html>

Frederick Douglass

Narrative of the Life of Frederick Douglass, An American Slave (literature@SunSITE)

<http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/>

- Materials: Worksheets, Documents, Poster Board, Construction Paper, Scissors, Markers, Glue, Tape, Pens, Pencils, Paper

Procedure:

Day One:

- Teacher will introduce the assignment beginning with an explanation and discussion of what it means to be an Abolitionist.
- Teacher will break the students up into six groups and will hand students project requirements sheet. Students will fill out the top of the sheet, writing down the name of the abolitionist they are assigned and the names of their group members.
- Teacher will explain the project (Abolitionist Newspapers) and its requirements by going over the requirements handout. Teacher must be sure to answer any questions the students have and be sure they completely understand what is required of them.
- Each group will also fill out a Cooperative Grading Sheet. The system of Cooperative Grading may have to be explained to them if it has not been used in the class before. On

the back of the Cooperative Grading Sheet is the grading rubric. Go over the rubric with the students so they can see exactly what is expected of them. Teacher should then collect each group's cooperative grading sheet and save them for the day of the presentations.

- Students have the rest of the period to work on the assignment. Teacher should be sure to tell students to assign each other homework based on what each group member must get done. Teacher will float from group to group offering recommendations and answering any questions.

Day Two:

- Students have the entire period to prepare their newspapers and presentations.
- Teacher must be sure to tell students that they will have five minutes at the beginning of the next class to make any last minute adjustments and prepare for the presentation.
- Day Three:
- Students will have the first five minutes of class to prepare for their presentation.
- Each group will then present their newspaper and abolitionist. Presentations should last about five minutes each. As each group is presenting, the other students in the class will be filling out a notes chart based on the presentation. When each presentation is completed, the class will have time to ask questions if they feel that they have not been given enough information to fill out their charts.
- As presentations are being given the teacher will grade each group based on the rubric.
- At some point later in the week, teacher must take five minutes out of a class in order for each group to reconvene and assign each group member an individual grade based on the grade their group received on the Cooperative Grading Sheet. Teacher should collect the Grading sheets and record those grades.

Assessment:

See attached rubric.

Name _____
 Maoriello/Drnek

**U.S. History and Government
 Abolitionist Newspaper Rubric**

Points Awarded	Maximum Points	Requirements needed for full credit
	4	Name of Paper and Date -creative and relevant to Abolitionist leader -neat, fairly large type
	6	Feature Article -organized and well written -typed, twelve point font, double space, one inch margins -includes most important facts about individuals background and events in their life -includes at least one relevant direct quotation authored by actual abolitionist or a person writing about the abolitionist leader in that time period. Quote must be explained thoroughly and placed appropriately within the context of the article.
	5	Political Cartoon or Picture -visual should be creative and original -good quality and in color -represents you person from a northerner or southerner perspective
	4	Headline/ Mnemonic -headline should be about your person or some major event they were involved in -headline should be placed above Featured Article
	6	Editorial -organized and well written -typed, twelve point font, double space, one inch margins -takes the perspective of a southerner or northerner, white or black, male or female. Should be identified within the editorial who the author is. -identifies and explains in detail the authors opinion regarding your particular Abolitionist leader or one specific event they were involved in -gives several reasons supporting the author's opinion -includes at least one relevant direct quotation authored by the actual abolitionist or a person writing about the abolitionist leader in that time period. Quote must be explained thoroughly and placed appropriately within the context of the editorial.

	Total 25
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Abolitionist: _____

Group Members: 1. _____
2. _____
3. _____
4. _____
5. _____

Project Requirements: Be sure to include all parts!

-Your group must produce a newspaper cover page based on your abolitionist that must include all of the following:

1. Name of paper and date.
2. An article of at least one page explaining the life and impact of your person on the Abolitionist Movement, Slavery, and Sectionalism.
3. An original political cartoon or picture representing your person and his/her influence.
4. A headline about your person or a specific event they were involved in. (Mnemonic)
5. An editorial discussing the abolitionist and their impact from the point of view of an American from the North or the South who lived during the time period.
6. Present the newspaper to the class.

Assessment: Projects will be graded based on creativity, neatness, degree of completion, and presentation (see rubric). We will be using the Cooperative Grading System.

***You will be responsible for presenting all of the information to the class. While you present your newspaper your classmates will be completing a notes sheet on your Abolitionist. Work hard, be creative, and have fun. ☺ Remember your classmates are counting on you.

ASSOCIATE COOPERATIVE GRADING

Date _____ Period _____
Project title _____

Group Contract: Each member of the group understands and accepts the grading procedures reviewed in class. We will allocate points fairly based upon the evidence of individual effort within our cooperative group.

	<i>Signatures</i>	<i>Printed name</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

Teacher Evaluation of the Project

Grade _____

Point allocation by members of each group

$$\frac{\text{_____}}{\text{(# of group members)}} \times \frac{\text{_____}}{\text{(Grade)}} = \frac{\text{_____}}{\text{(Total points allocation)}}$$

	<i>Signatures</i>	<i>Printed Name</i>	<i>Grade</i>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

After receiving your grade, students will discuss the allocation of points within the group. Your signature is approval of your group's decision. If you disagree, please submit a minority or dissenting opinion and evidence of the work you did, and attach it to this sheet.