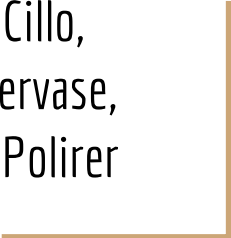


Was the Abolition
Movement in New York
State Built on the Grit of
the Citizens Who Fought
For It?

Caitlin Baer, Stephanie Cillo,
Adam DeVito, Brittany Gervase,
Rachael Klahn and Ilyssa Polirer






grit

The Power of Passion and Perseverance

Lesson 1

Framing the Lesson

What is Grit?



"There are no shortcuts. It's
your grit that keeps you
coming back each day."

Champs

- Conversation: Students will be discussing and engaging in the two videos, as well as, through the use of flipgrid.
- Help: Students can ask questions during the lesson by simply raising their hand.
- Activity: The objective of this lesson is for the students to understand the meaning of *grit* and *what makes you gritty*.
- Movement: Students may get up to use the bathroom at any time. However, no pencils will be needed for this lesson. The majority of this lesson consists of teacher led conversations.
- Participation: Students will show participation by actively answering questions and engaging in the lesson.
- Success: When students are able to complete the flipgrid accurately, they will be successful!

“No You Can’t Yes I Can Book”

By: Justin Allen



Angela Duckworth

About grit



What is grit?

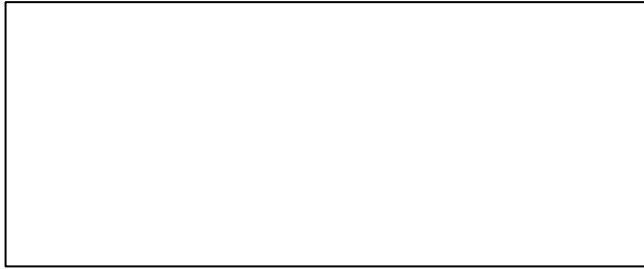
Grit is positive strength, passion for a goal, and determination to overcome an obstacle

For example:

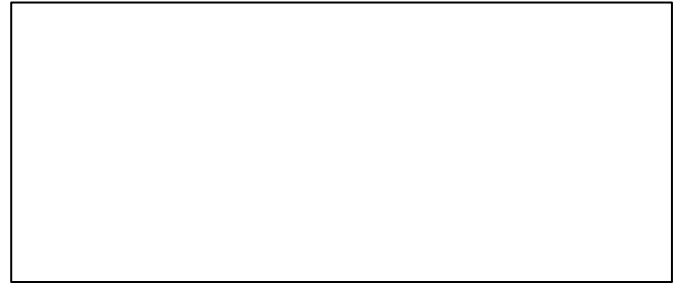
The story of Justin Allen reveals the power of persistence over time for his love and passion for the game of basketball.

Passion for a goal in Justin Allen's story

Passion for a goal/ Perseverance for that goal



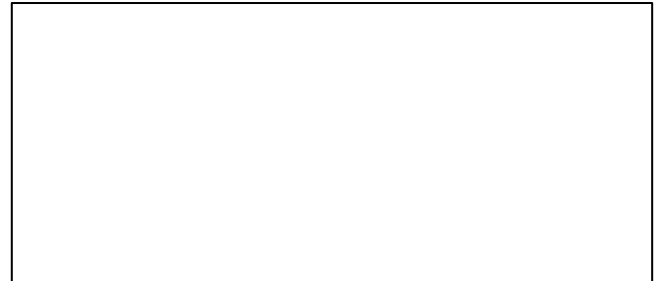
What is the obstacle to be overcome?



What was done to overcome the obstacle?



Result: What happened?



Your Turn!

For homework:

- Complete the “Your Personal Grit” worksheet
- Go over the worksheet with a parent or guardian
- Post on flipgrid what you wrote for each box: Passion for a goal, what is the obstacle to be overcome?, what was done to overcome that obstacle?, and the result!



Lesson 2

Context for the Lesson

Buckle up for the bus ride!

Bus Ride Rules!

1. You **MUST** stay in your seats
2. Raise your hand if you have a question
3. Pay attention!

Get ready...to meet the backbone of the
Abolitionist movement!

Harriet Tubman



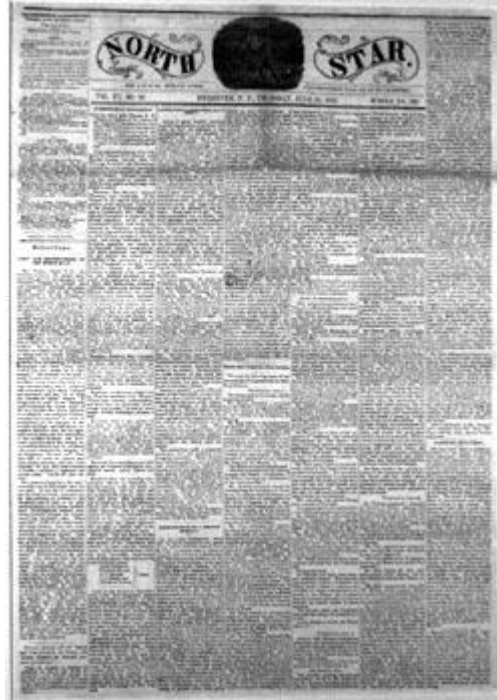
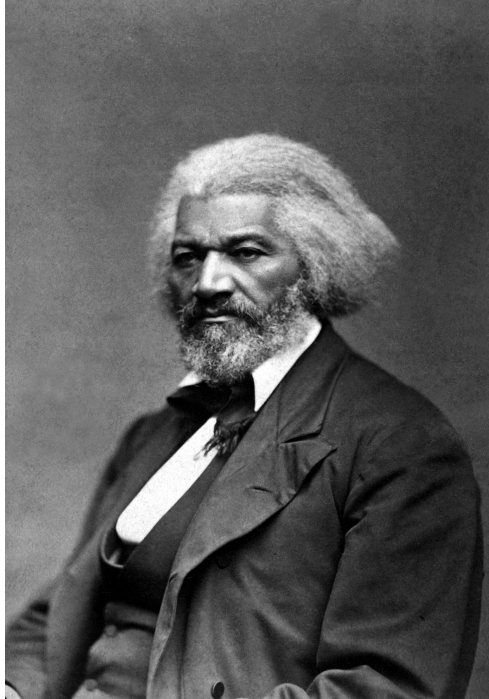
<http://viewpure.com/CCkuph8zHsU?start=0&end=0>

William Lloyd Garrison



<https://www.youtube.com/watch?v=s8GT2yNPJQ8>

Frederick Douglass



<https://www.youtube.com/watch?v=0Hi4jIZg0cI>

Statement Strategy Activity!

Meet with groups to start on your Statement Strategy!



Lesson 3

Thinking Like a Historian



CHAMPS

- Listen to others
- Rise your hand
- Stay in your seat
- Read carefully
- Do not talk to other groups

How do Historians find clues?

They use
documents!!!

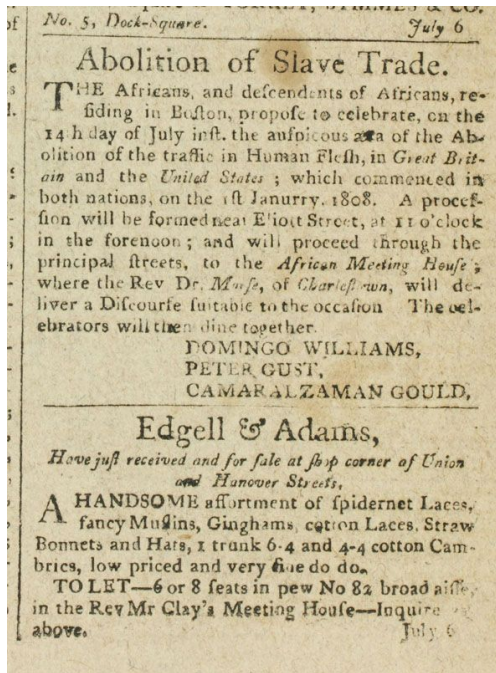


Objective and Motivation

Students will watch a clip showing Scooby Doo and The Mystery Gang. Students will be asked to define the job of a detective. They will then be instructed that they will need to use the same skills as detectives to figure out if the primary source documents show how the Abolitionists used grit to help build the movement.



Thinking Like A Historian



Students will follow as the teacher guides them through one primary sources document.

Students will move into pairs to analyze another primary source document .

Students will individually read and answer questions about a second document.

Students will be given a document to take home and will create their own source, close reading, context, and corroboration questions.

Sourcing: Who wrote the document and what might be the motivation and personal interest.

Close Reading (Inferential and Academic): What does the document actually say and what do the specific words or phrases refer to.

What does the author mean by....?

Close Reading and Perspective: This is a question that asks the reader to gauge the perspective of the author.

What is the author idea about the situation?

Context: This is a question that asks the reader factor in what else is going on at the time of this document and its possible effect on the author.

Corroboration: This is a question that asks the reader to gauge whether the two documents in question contradict or support one another by analyzing the information in each document.

Lesson 4

History Mystery



Objective and Motivation

After students watch a detective video and review the definition of grit, they will work in groups and engage in a range of conversations during the History Mystery activity and answer the question, “Were the abolitionists driven by grit?” based on evidence after analyzing primary source documents. Students will fill out a graphic organizer with at least three details from the primary source documents to support their answer, which they will share with the class.



CHAMPS

- ❖ Conversation: Students will absolutely need to talk during this activity! They will be engaging in a range of conversations during the History Mystery
- ❖ Help: I will be walking around the room during the activity, listening in on conversations and making myself available. If I hear uncertainty I may jump in, otherwise students can raise their hands to get my attention.
- ❖ Activity: During this activity students will be engaging in a range of conversations to answer the question - “Were the abolitionists driven by grit?” - using the documents provided in the History Mystery. They will use three documents to support their answer.
- ❖ Movement: Students may get up to sharpen their pencils or use the bathroom, but the majority of the time should be spent in their seat talking with their group members.
- ❖ Participation: Students will show participation by engaging in conversations and actively reading through the documents.
- ❖ Success: When **CHAMP**s expectations are met, students will be successful!

History Mystery!

- ❖ Each group will receive their History Mystery Envelope and graphic organizers
- ❖ Read through the documents and use them to answer the question:

“Were the Abolitionists driven by grit?”

- ❖ Make sure the documents your group chooses to support your answer are *CREDIBLE* and *RELEVANT*



Homework

For homework each student will receive a copy of the lyrics to “Roar,” by Katy Perry. There will be a URL at the bottom for the lyric video if anyone wants to listen to it as well!

Write a paragraph in which you connect the message of this song to the abolitionists and grit 😊



Lesson 5

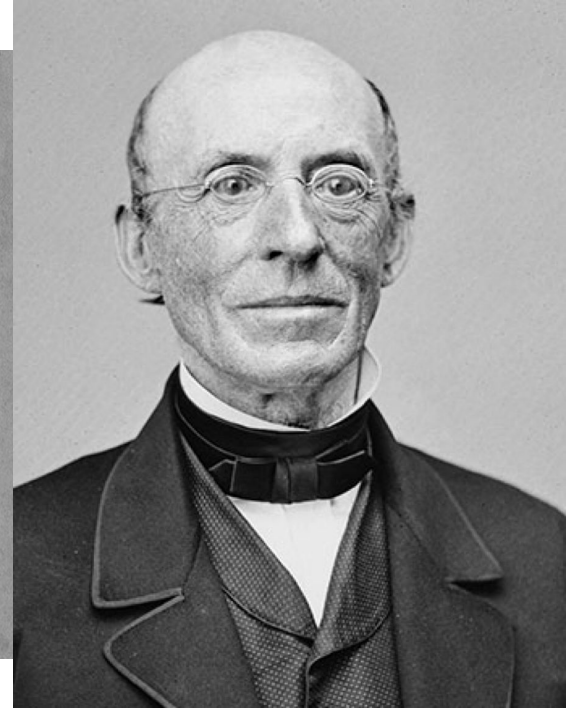
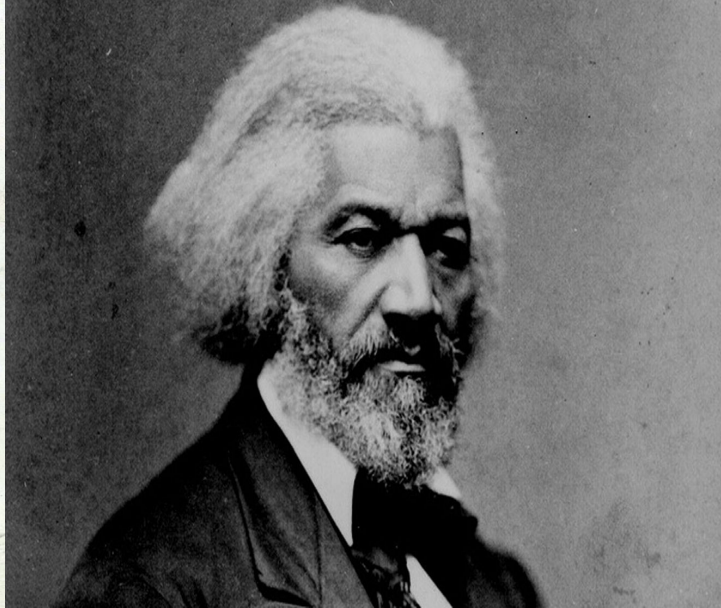
History Alive: Meeting of the Minds



Who are these historical figures?



Abolitionists



Role-Playing Interview

Time to bring history to life!

1. You will be assigned an abolitionist or interviewer role
 - a. **Abolitionist** - Review documents/key parts
 - b. **Interviewer** - Review questions/make 2-3 new questions
2. Jigsaw groups
 - a. The 3 abolitionists and an interviewer at each table
3. Answer questions - in character!
4. Most important:
 - a. Be creative
 - b. Bring your character to life
 - c. Have fun!

Groups

Harriet Tubman

- Review document
- Know the key parts of your character

Frederick Douglass

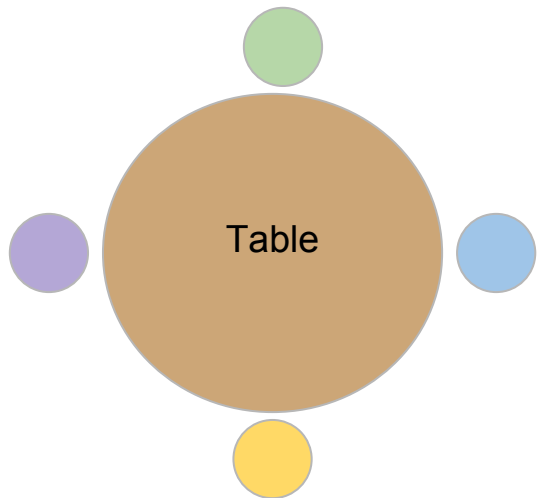
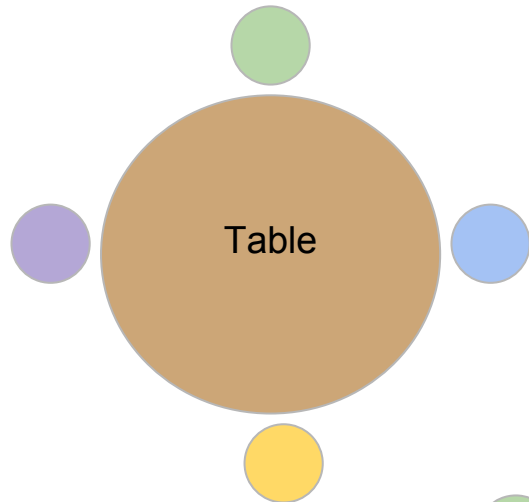
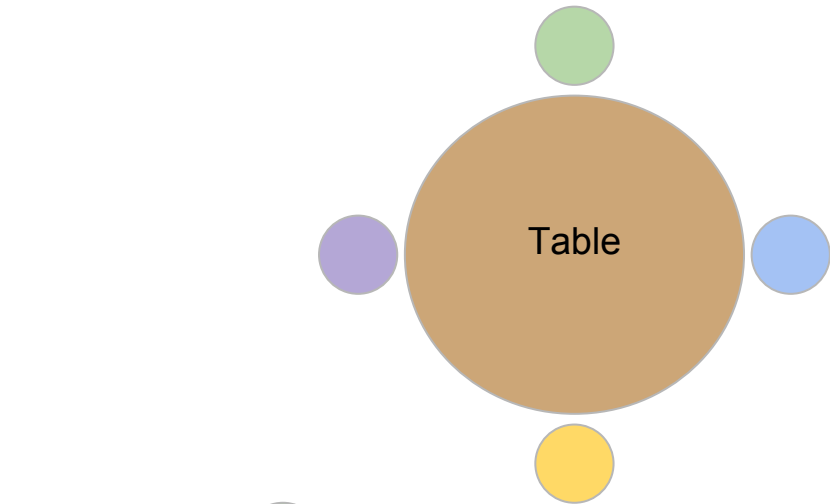
- Review document
- Know the key parts of your character

Interviewer

- Review question sheet
- Come up with 2-3 additional questions to ask the abolitionists

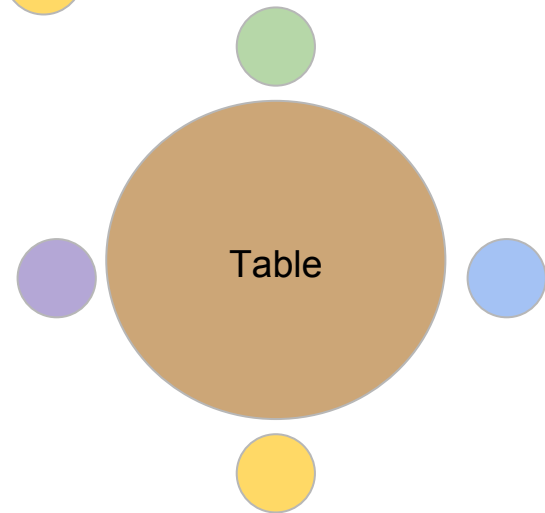
William Lloyd Garrison

- Review document
- Know the key parts of your character



Each table will have:

- Interviewer
- Harriet Tubman
- Frederick Douglass
- William Lloyd Garrison



CHAMPS

Conversation - students will be talking in their interview groups to learn about the different abolitionists.

Help - this activity is student-centered, so there will be limited teacher involvement. If students have questions, they can refer to the documents or ask a group member/teacher for help and direction.

Activity - students will be participating in a role-playing interview where they will act as either an abolitionist or interviewer. Students will learn about the different abolitionists and determine whether they had grit.

Movement - students will be moving around the room according to the jigsaw diagram. They will move from table to table to engage in a role-playing interview.

Participation - everyone will be participating in the *Meeting of the Minds* activity! Students will be engaging with one another as either an abolitionist or interviewer.

Success - if the CHAMPS guidelines are followed, the students will be successful. Students will be assessed on content, presentation, and creativity, according to a teacher-created rubric.

Questions - Exit Ticket

How did you feel playing someone else?

Do you feel like you got to know the abolitionist?

Do you believe the abolitionists had grit?

What was one major accomplishment of your designated abolitionist?

How did this activity affect your thinking of abolition?

Homework

Create a FlipGrid!

Answer the following questions with a 90-second video:

- What are your feelings about race relations in America today? Was it worth the struggle of the abolitionists?
- Comment on 2 of your classmates' videos





Lesson 6

Taking Informed Action



Modern Day Slavery

Top 10 Countries Most Afflicted By Modern Slavery

<https://www.youtube.com/watch?v=d2FSPdgEguk>

10. Indonesia

9. Democratic Republic of the Congo

8. Nigeria

7. Russia

6. North Korea

5. Uzbekistan

4. Bangladesh

3. Pakistan

2. China

1. India

Taking Action

Students will then *participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly* by completing a group brainstorm activity on how they can help with the issue of modern slavery and carrying it out.

Group 1 will be in charge of making an informational video on modern day slavery.

Group 2 will visit other classes in the building asking for donations to help their cause.

Group 3 will organize a fundraiser.

Time to play!

Lets apply our knowledge from the lesson and play a fun game!

<https://create.kahoot.it/l/#quiz/b0c7336f-c27f-48df-bab0-21f43bb4dae6>

Exit Slip Question

Complete the exit slip by answering this question: **What are two ways that we could spread this message to make people aware of the problem of modern day slavery?**

Homework assignment:

Find a news article from this past year that either agrees or disagrees with this statement: The abolitionist movement got rid of all the effects of slavery?