

Student: Adam DeVito

Professor: Dr. Kevin Sheehan

Course: EDU 509

Date: November 16, 2017

Grade/Topic: 4 – Abolitionists

Content Area: Social Studies

### INSTRUCTIONAL OBJECTIVE

After researching and gathering information on prominent abolitionists, students will present information, findings, and supporting evidence in a role-playing *Meeting of the Minds* interview. Students will be assessed on content, presentation, and creativity and will be required to complete the lesson activity with 90 percent accuracy, according to a teacher-created rubric.

### CCLS/NYS STANDARDS AND INDICATORS

#### **4.5 In Search of Freedom and a Call for Change:**

Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

**Indicator:** *This will be evident when students gather information on the groups of people who did not have equal rights and freedoms (slaves) as well as the people who worked to bring about change (abolitionists). Students will share their findings through a role-playing interview.*

#### **4.5a**

There were slaves in New York State. People worked to fight against slavery and for change. Students will examine life as a slave in New York State. Students will investigate people who took action to abolish slavery, including Frederick Douglass, William Lloyd Garrison, and Harriet Tubman.

**Indicator:** *This will be evident when students research the three prominent abolitionists and present their findings in a “Meeting of the Minds” activity.*

### NCSS STANDARDS

#### **V. Individuals, Groups, & Institutions**

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*.

**Indicator:** *This will be evident when students study interactions among individuals, groups, and institutions during the abolishment movement by doing a “Meeting of the Minds” activity.*

## COMMON CORE ANCHOR STANDARDS

### **Comprehension and Collaboration**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.

**Indicator:** *This will be evident when students present information, findings, and supporting evidence to their groups on the major historical figures in the abolishment movement.*

## NATIONAL SOCIAL STUDIES C3 INQUIRY ARC

### **Dimension 4:**

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

**Indicator:** *This will be evident when students draw on knowledge and skills and present their information, portions and findings on the different historical figures during the abolitionist movement.*

## SOCIAL STUDIES HABITS OF MIND

### **Gathering, Interpreting, and Using Evidence**

1. Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.

**Indicator:** *This will be evident when students gather, interpret, and use evidence to make a claim on whether or not their abolitionist had grit.*

## INSTRUCTIONAL RESOURCES

- SMART Board
- PowerPoint slides
- Question sheet for historical figures and interviewers.
- Homework exit slip

### **MOTIVATION**

At the beginning of class, the teacher will show students an image of Winston Churchill, Franklin Roosevelt, and Joseph Stalin at the Yalta Conference in 1945. These world leaders came together to solve a problem: Europe's post-war reorganization. While this isn't a picture of an abolitionist, this will show students that the best way to solve a problem is to come together. That is exactly what the abolitionists did; they came together to solve the problem of slavery in the United States.

### **DEVELOPMENTAL PROCEDURE**

- The teacher will begin the lesson by showing the class the image of the Churchill, Roosevelt, and Stalin and discussing its importance as well as the connection to the abolitionists. (*Class, why do you think these leaders were meeting? How can this be related to the abolitionist movement? What problem were abolitionists looking to solve?*)
- The teacher will organize the students into groups based on the three different abolitionists and provide them with information sheets with background information on their historical figure. (*When/where were you born? Were you a slave growing up? How did you contribute to the abolitionist movement?*)
- The teacher will then jigsaw the groups and have each student role play their abolitionist and provide answers to a designated interviewer. (*What is your name? Where did you live? What obstacles did you have to overcome? Were you successful with what you set out to accomplish?*)
- To close the lesson, students will take the information they learned an argument for whether they believe their abolitionist had grit. (*Metacognitive: How did you feel playing someone else? Metacognitive: Do you feel like you really got to know the person? Inferential: Do you believe the abolitionists had grit? Metacognitive: How did this activity effect your thinking of abolition?*)

### **INSTRUCTIONAL STRATEGIES**

Group Discussion: This will be evident when students discuss their designated abolitionist, including where they were born, where they lived, what their role was in the abolitionist movement, and what obstacles they overcame, with the interviewer.

Cooperative Learning: This will be evident when the students work together to gather information on their designated abolitionist (Harriet Tubman, Frederick Douglass, William Lloyd Garrison).

Independent Study: This will be evident when the students complete the exit ticket at the end of the lesson.

### **ADAPTATIONS**

- The images that will be used throughout the lesson will be made larger for the students that may have trouble seeing.

- Guided notes will be distributed to help make sure that students don't fall behind. This will be beneficial to all students, no matter what their needs may be (Aspergers, autism, etc.)
- Many images will be used throughout the lesson to accommodate students who are visual learners (autism and Aspergers).
- SMART Board brightness will be lowered to accommodate students with eye sensitivity.
- The exit ticket should take around 4 minutes to complete, but ELL's and those with a 504 plan will have extra time (~1-2 minutes) to finish the quiz.

### **DIFFERENTIATION OF INSTRUCTION**

Struggling Students: Students will receive guided notes for the lesson. Within the note packet, students will find the original notes followed by abbreviated notes with the main points/ideas.

Average Students: Students will receive guided notes, but will be expected to participate during the lecture.

Advanced Students: Students will take notes on their own and be expected to participate during the lecture.

### **ASSESSMENT**

Students will be assessed on content, presentation, and creativity and will be required to complete the lesson activity with 90 percent accuracy, according to a teacher-created rubric.

### **INDEPENDENT PRACTICE**

Following the lesson on historical figures in the abolitionist movement, students will be required to complete a FlipGrid assignment for homework. Students will have to 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?* Once shared in our class' FlipGrid section, students will be required to respond to two other posts.

### **FOLLOW-UP DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT**

Direct Teacher Intervention: The teacher and students will, together, review the answers to the exit ticket quiz and work to understand any incorrect answers.

Academic Enrichment: Along with the quick FlipGrid homework assignment, students will be required to research whether or not slavery still exists today. The students will be asked to share their findings next class. This assignment will build off the material covered in this lesson (Lesson 5) and be a great introduction into the next lesson (Lesson 6).

*References*

- Ducksters. (2017). Harriet Tubman - Biography. Retrieved November 16, 2017, from [http://www.ducksters.com/biography/women\\_leaders/harriet\\_tubman.php](http://www.ducksters.com/biography/women_leaders/harriet_tubman.php)
- Ducksters. (2017). Frederick Douglass - Biography. Retrieved November 16, 2017, from [http://www.ducksters.com/history/civil\\_rights/frederick\\_douglass.php](http://www.ducksters.com/history/civil_rights/frederick_douglass.php)
- New York State Education Department. (2017). New York State Learning Standards.
- Sheehan, K. (2017). Lesson Plan Delivery Rubric.
- Sieverson, D. (2015). William Lloyd Garrison Lesson for Kids: Facts & Biography. Retrieved November 16, 2017, from <http://study.com/academy/lesson/william-lloyd-garrison-lesson-for-kids-facts-biography.html>

*Images:*

Churchill, Roosevelt, Stalin – <http://ww2today.com/wp-content/uploads/2015/02/churchill-roosevelt-stalin-at-Yalta.jpg>

William Lloyd Garrison – <https://media1.britannica.com/eb-media/72/24772-004-EA405928.jpg>

Harriet Tubman - [https://upload.wikimedia.org/wikipedia/commons/9/96/Harriet\\_Tubman\\_by\\_Squyer%2C\\_NPG%2C\\_c1885.jpg](https://upload.wikimedia.org/wikipedia/commons/9/96/Harriet_Tubman_by_Squyer%2C_NPG%2C_c1885.jpg)

Frederick Douglass - [https://upload.wikimedia.org/wikipedia/commons/thumb/0/07/Motto\\_frederick\\_douglass\\_2.jpg/150px-Motto\\_frederick\\_douglass\\_2.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/0/07/Motto_frederick_douglass_2.jpg/150px-Motto_frederick_douglass_2.jpg)

## Harriet Tubman

**Occupation:** Nurse, Civil Rights Activist  
**Born:** 1820 in Dorchester County, Maryland  
**Died:** March 10, 1913 in Auburn, New York  
**Best Known for:** Leader in the Underground Railroad

### Biography:

#### Where did Harriet Tubman grow up?

Harriet Tubman was born a slave on a plantation in Maryland. Historians think she was born in 1820, or possibly 1821, but birth records weren't kept by most slave owners. Her birth name was Araminta Ross, but she took the name of her mother, Harriet, when she was thirteen.

#### Life as a Slave

Life as a slave was difficult. Harriet first lived in a one-room cabin with her family that included eleven children. When she was only six years old, she was loaned out to another family where she helped take care of a baby. She was sometimes beaten and all she got to eat were table scraps.

Later, Harriet worked a number of jobs on the plantation such as plowing fields and loading produce into wagons. She became strong doing manual labor that included hauling logs and driving oxen.

At the age of thirteen, Harriet received a horrible head injury. It happened when she was visiting the town. A slave owner tried to throw an iron weight at one of his slaves, but hit Harriet instead. The injury nearly killed her and caused her to have dizzy spells and blackouts for the rest of her life.

#### The Underground Railroad

During this time, there were states in the North where slavery was outlawed. Slaves would try to escape to the North using the Underground Railroad. This wasn't a real railroad. It was a number of safe home (called stations) that hid slaves and they traveled North. The people that helped the slaves were called conductors. Slaves would move from station to station at night, hiding in the woods or sneaking onto trains until they finally reached freedom (North).



### **Harriet Escapes**

In 1849, Harriet decided to escape slavery. She would use the Underground Railroad. After a long and scary trip, she made it to Pennsylvania and was finally free.

### **Leading Others to Freedom**

In 1850, the Fugitive Slave Act was passed. This meant that slaves could be taken from free states and returned to their owners. In order to be free, slaves now had to escape to Canada. Harriet wanted to help others, including her family, to safety in Canada. She joined the Underground Railroad as a conductor.

Harriet became famous as an Underground Railroad conductor. She led nineteen different escapes from the South and helped around 300 slaves escape. She became known as “Moses” because, like Moses in the Bible, she led her people to freedom.

Harriet was truly brave. She risked her life and freedom to help others. She also helped her family, including her mother and father, escape. She was never caught and never lost a slave. Later in life, after the Civil War, Harriet spoke out on equal rights for blacks and women.

[http://www.ducksters.com/biography/women\\_leaders/harriet\\_tubman.php](http://www.ducksters.com/biography/women_leaders/harriet_tubman.php)

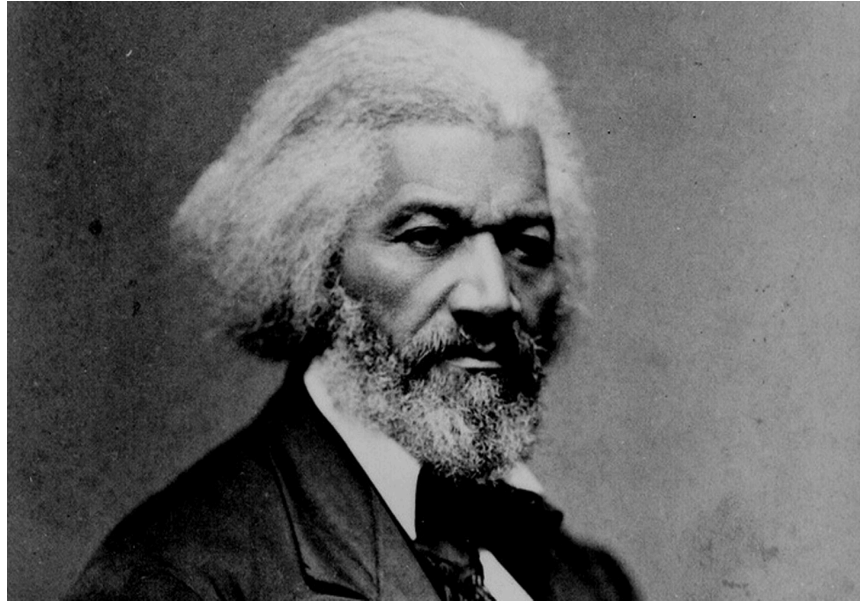
## Frederick Douglass

**Occupation:** Abolitionist, civil rights activist, writer

**Born:** February 1818 in Talbot County, Maryland

**Died:** February 20, 1895 in Washington, D.C.

**Best Known for:** Former slave who became an advisor to the presidents



### Biography:

#### Where did Frederick Douglass grow up?

Frederick Douglass was born on a plantation in Talbot County, Maryland. His mother was a slave and when Frederick was born, he became a slave, too. His birth name was Frederick Bailey. He did not know who his father was or the exact date of his birth. He later picked February 14 to celebrate as his birthday was estimated that he was born in 1818.

#### Life as a Slave

Life as a slave was very difficult, especially for a child. At the young age of seven, Frederick was sent to live at the Wye House Plantation. He barely saw his mother who died when he was ten years old. A few years later, he was sent to serve the Auld family in Baltimore.

#### Escape to Freedom

In 1838, Douglass carefully planned his escape. He disguised himself as a sailor and carried papers that showed he was a free black seaman. On September 3, 1838, he boarded a train to the North. After 24 hours of travel, Douglass arrived in New York a free man.

#### Abolitionist

In Massachusetts, Douglass met with people who were against slavery. These people were called abolitionists because they want to “abolish” or get rid of slavery. Frederick became a leader of the meetings with the abolitionists because he had experience being a slave.

[http://www.ducksters.com/history/civil\\_rights/frederick\\_douglass.php](http://www.ducksters.com/history/civil_rights/frederick_douglass.php)



## William Lloyd Garrison

**Occupation:** Writer, publisher

**Born:** 1805 in Massachusetts

**Died:** May 1879 in New York, New York

**Best Known for:** Liberator newspaper

### Biography:

#### Where did William Lloyd Garrison grow up?

William Lloyd Garrison grew up in a poor family in Massachusetts. His family struggled to make money and even had to beg for food from other families. Garrison didn't get much education when he was young, but it didn't stop him from learning. He worked for different newspapers and even had a job as a writer and editor, where he eventually learned enough to publish his own newspaper.

#### The Liberator

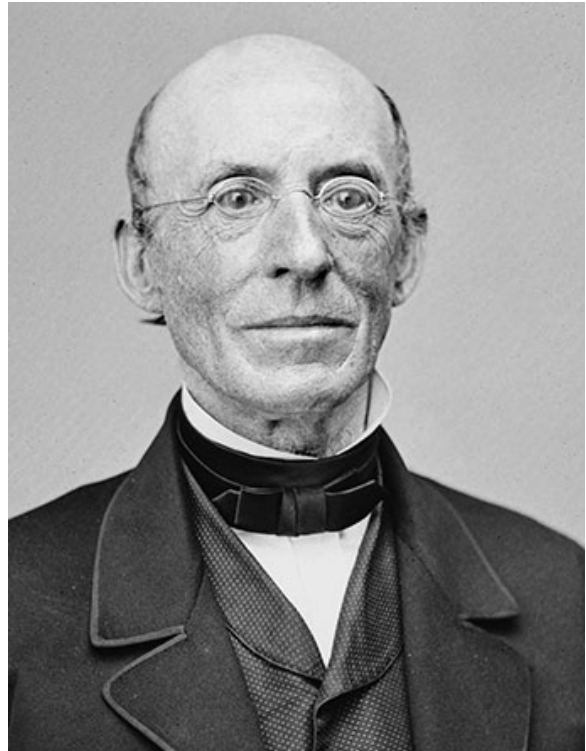
Garrison started his own newspaper called *The Liberator*. He was an **abolitionist**, which was someone who wanted to completely get rid of slavery.

Garrison wrote articles explaining why he wanted to see all the slaves set free immediately. But some people, including Northerners who didn't support slavery, didn't like this idea because they didn't think that former slaves could blend in with American society. Garrison disagreed and thought that they would eventually blend into their communities and that they should have all the rights that white citizens had.

#### Anti-Slavery Societies

Just like you have different interests and hobbies, Garrison wasn't just a newspaper publisher. He also helped create the New England Anti-Slavery Society and the American Anti-Slavery Society with other abolitionists. Garrison and other members of the societies traveled to different states, talking about how bad slavery was and how the U.S. should get rid of it completely.

Garrison also thought that the United States Constitution was illegal because it gave no freedom to African Americans. He said that the North should break off and create its own country where African Americans were free.



<http://study.com/academy/lesson/william-lloyd-garrison-lesson-for-kids-facts-biography.html>

## Interviewer Questions

What is your name?

Where did you live?

What was your role in the abolitionist movement?

What obstacles did you have to overcome?

- 
- 
- 

Were you successful with what you set out to accomplish?

## **Exit Ticket**

How did you feel playing someone else?

Do you feel like you really got to know the person?

Do you believe the abolitionists had grit?

What was one major accomplishment of your designated abolitionist?

How did this activity effect your thinking of abolition?

## Grading Rubric

<b>Topic</b>	<b>1 Emerging</b>	<b>2 Developing</b>	<b>3 Meeting Expectations</b>	<b>4 Exceeding Expectations</b>
<p style="text-align: center;"><b>Content (60%)</b> (Accurate and relevant content knowledge on the topic)</p>	<p>Student references 0 facts, or provides inaccurate answers during the interview.</p> <p>Fails to describe why or why not their designate abolitionist had grit.</p> <p>Answers to exit ticket are inaccurate and/or not thoroughly answered.</p>	<p>Student references 1-2 accurate facts from the document during the interview.</p> <p>Provides a simple explanation on why or why not their designated abolitionist had grit.</p> <p>Answers exit ticket questions are answered, but lacks supporting information to back their statements.</p>	<p>Student references 3 accurate facts from the document during the interview.</p> <p>Clearly describes why or why not their designated abolitionist had grit.</p> <p>Answers exit ticket questions appropriately, but could be more thorough.</p>	<p>Student references 4+ accurate facts from the document during the interview.</p> <p>Provides a thorough and detailed explanation on why or why not their designated abolitionist had grit.</p> <p>Answers exit ticket questions thoroughly and accurately.</p>
<p style="text-align: center;"><b>Presentation (30%)</b> (Confidence, poise, and accuracy during interview)</p>	<p>Student demonstrates minimal confidence and poise during the presentation/interview.</p> <p>Shaky; poor transitions and may not make sense for the lesson.</p>	<p>Student demonstrates a basic confidence and poise during the presentation/interview.</p> <p>Shaky; transitions are confusing and may not make sense for the lesson.</p>	<p>Student meets expectations in confidence and poise during the presentation/interview.</p> <p>Transitions are smooth and make sense for the direction of the lesson.</p>	<p>Student exceeds expectations in confidence and poise during the presentation/interview.</p> <p>Transitions are smooth and make sense for the direction of the lesson.</p>
<p style="text-align: center;"><b>Creativity/Critical Thinking (10%)</b></p>	<p>Student lacks enthusiasm and creativity throughout the interview.</p> <p>Doesn't bring the character to life.</p> <p>No props were used to enhance the interview.</p>	<p>Student shows enthusiasm, but doesn't show an in-depth knowledge of the character.</p> <p>Uses 1 or 2 props to make the interview more realistic.</p>	<p>Student embraces the character, but lacks enthusiasm during the interview.</p> <p>Uses many (3-4) props to help make the interview more realistic.</p>	<p>Student embraces the character and brings the designated abolitionist/interview to life.</p> <p>Uses many (3-4) props to help make the interview more realistic.</p>

\*Adapted from Dr. Kevin Sheehan's Lesson Plan Delivery Rubric (2017)