

INSTRUCTIONAL OBJECTIVES

After students hear a personal story about context, the class will take a stimulated bus field trip to learn about historical figures during the Abolitionist movement. Students will read closely and make logical inferences from the text when completing the Statement Strategy handout. Students will answer two out of three questions correctly on the Statement Strategy.

NYS-CCLS / +NYS STANDARDS AND INDICATORS

New York State Social Studies Standards

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 and resulted in the Civil war. (Standards 1, 5; Themes: ID, TCC, SOC, CIV)

Indicator: This will be evident when students learn about the people who worked to bring about change and evaluate the struggle for rights and freedoms during the Abolitionist movement when completing the Statement Strategy activity.

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 Samuel Cornish, Frederick Douglass, William Lloyd Garrison, and Harriet Tubman.

Indicator: This will be evident when students investigate Frederick Douglass, William Lloyd Garrison, and Harriet Tubman during the bus ride activity to examine people who took action to abolish slavery.

Common Core Anchor Standards

Key Ideas and Details

5. Read closely to determine what the text says explicitly and make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Indicator: This will be evident when students read closely what the text explicitly says in the Statement Strategy activity to make logical inferences about the historical figures from the Abolitionist movement.

National Social Studies Standards

V. Individuals, Groups, and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- C. identify examples of institutions and describe the interactions of people with institutions;
- D. identify and describe examples of tensions between and among individual, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
- E. identify and describe examples of tensions between and individuals believes and government policies and law
- F. give examples of the role of institutions in furthering both continuity and change

Indicator: This will be evident when students study interactions among individuals, groups, and institutions during the Abolitionist movement through a virtual bus ride to identify and describe examples of tensions between Abolitionists in the United States and how more than one group can cause internal conflicts for the nation to fight against slavery.

INSTRUCTIONAL RESOURCES

Videos for the bus ride: “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>

Bus tickets

Statement Strategy handout

Exit Slip

Abolitionist Homework handout

MOTIVATION

The teacher will open the class with a personal story about how context is necessary. The teacher will elaborate how context is important when understanding circumstances. The teacher will relate the story to how background information is essential to understanding who led the Abolitionist movement and why their grit influenced the Civil War.

DEVELOPMENTAL PROCEDURES

1. Students will listen to the teacher share a story about the need for context. The teacher will say, “One time, I overheard my parents talking about something in the kitchen. My dad said, ‘this should have been done a while ago.’ My mother said, “The neighbor just went, too. We’ll plan for it around Christmas, when she doesn’t have school.’ I heard this and immediately believed I was getting surprised with a tropical vacation. In reality, the parents were talking

about how they made a dentist appointment to get my wisdom teeth out. ” The teacher will explain she misunderstand the conversation because of missing background info. After, the teacher will relate this story to having background context for the Abolitionist movement and meeting historical figures.

Question #1: Why is context important to understand when you are learning about something?

2. Student will then arrange their chairs in four rows of five to simulate a bus ride in the middle of the classroom. Students will be told to sit in a seat and prepare to meet three famous abolitionists. The teacher will share the rules of the activity: no one will get out of their seats unless instructed to do so and hand-raising is still in effect.

3. As a class, the students will take a virtual field trip to the 1830s to view three historical figures of the Abolitionist movement. The teacher will play the three youtube videos on the SmartBoard; first students will view Harriet Tubman, then William Lloyd Garrison, and Frederick Douglass last.

Question #2: As you watch the video, what do you notice about the personalities of all three Abolitionists? What adjectives would you use to describe these historical figures?

Question #3: Who can tell me what these Abolitionists were fighting for?

Question #3: Give me an example of one way the Abolitionists helped free slaves.

4. After watching the videos, students will count off to four and break off into groups. Students will complete the Statement Strategy handout for approximately 7 minutes. Instruct students to provide textual evidence for each question.

Question #5: What must you include for every question to backup your answer?

5. To close the lesson, students will receive a teacher-provided exit ticket to be collected at the end of class. Allow five minutes for students to complete.
6. Distribute and remind students that their homework is to complete the Abolitionist Homework handout due the next day.

INSTRUCTIONAL STRATEGIES

Cooperative Learning

Indicator: This will be evident when students work in small groups to discuss and provide textual evidence to support factual, inferential and perspective questions in the Statement Strategy handout.

Scaffolding

Indicator: This will be evident when the teacher presents videos on Harriet Tubman, William Lloyd Garrison and Frederick Douglass during the bus ride activity to introduce the Abolitionists learned about in the Statement Strategy handout.

ADAPTATIONS

- The student who has trouble re-focusing and staying in their seat will sit in the front row of the bus activity to be close to the teacher.
- The student who is not at grade-level reading will receive a different Statement Strategy handout that is adjusted to proper reading level.

DIFFERENTIATION OF INSTRUCTION

Struggling Students

The student who has difficulty finding textual evidence to support their answers can highlight/underline relevant information as he or she reads to identify exact words is important to the student.

Average Students

Students will be able to provide context to their answers with textual evidence to examine people who took action to abolish slavery.

Advanced Students

Students will be able to provide context to their answers with textual evidence to examine people who took action to abolish slavery as well as relate how grit played a role in Frederick Douglass, William Lloyd Garrison, and Harriet Tubman's actions.

ASSESSMENT

Students will answer two out of three questions correctly on the Statement Strategy, to be collected at the end of class.

INDEPENDENT PRACTICE

For homework, students will view a short video and answer questions for more context on the struggles faced during the Abolitionist movement in New York state.

FOLLOW-UP ACTIVITIES: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention

The student will work with the teacher to examine a primary source of the historical figures learned in class and point out the motivation behind the person's actions to combat slavery and why that person is revered.

Academic Enrichment

Students will create a newspaper article to demonstrate their understanding of the noble actions taken by the people who made up the Abolitionist movement.

REFERENCES

Abolitionist Movement. (n.d.). Retrieved November 03, 2017, from

<http://www.historynet.com/abolitionist-movement>

New York State K-12 Social Studies Framework. (n.d.). Retrieved November 03, 2017, from <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

“William Lloyd Garrison.” *PBS*, Public Broadcasting Service,

www.pbs.org/wgbh/aia/part4/4p1561.html

Statement Strategy



Slaves escaping during the night on the Underground Railroad.

For the greater cause to end slavery in a land created on the basis of “all men are created equal,” the Abolitionist movement sought personal freedom that divided the nation and led to the Civil War. Harriet Tubman is a courageous abolitionist whose determination saved many. Tubman herself was an enslaved person who broke free and sought to help others do the same. Tubman helped over 300 people escape slavery, putting herself in danger many trips. The Underground Railroad created a system for runaways to seek freedom with multiple stations along the journey to house the runaway slaves to ensure they would not be caught.

William Lloyd Garrison founded *The Liberator*, known as the most influential of abolitionist newspapers. Garrison spoke out fearlessly against slavery. In 1832 he helped organize the New England Anti-Slavery Society, and the American Anti-Slavery Society. According to Garrison, emancipation of slaves should be done nonviolently and through passive resistance. Garrison toured with Frederick Douglass, who told audiences about life as a slave.

Frederick Douglass was a former slave who created the first black abolitionist paper called *The North Star*, named after the reference point that guided slaves to freedom (the North Star leads to the Northern states and Canada, where slaves were free.) Douglass’ antislavery writings created a widespread idea that slaves possess equivalent intellectual capacity as all other American citizens. He is known for being a great orator and influencing the antislavery movement throughout the nation.

Statement: The purpose of the Underground Railroad functioned as a safe way to freedom.

Agree _____

Disagree _____

Evidence:

Statement: Abolitionists worked separately and independently in order to free slaves quietly.

Agree _____

Disagree _____

Evidence:

Statement: During the Abolitionist movement, you would have taken on the risk to help free slaves.

Agree _____

Disagree _____

Evidence:

Name _____

Date _____

Exit Ticket - Abolitionist Movement

1. In your own words, what was the abolitionist movement?

2. Where in the U.S. was the abolitionist movement popular? Why was it popular there?

3. Name one famous abolitionists and briefly described what they did to help the abolitionist movement.

4. Name one strategy other than what you used for Question #3 that the Abolitionists used to help free slaves.

Name _____
Homework

Date _____
Abolitionist Movement

Please visit this link <https://www.youtube.com/watch?v=8-02zQm1hju> to view the short video "The Abolitionists." Answer the questions below after watching.

1. In the video, the narrator says, "Slavery is sin." What do you think that means? Justify your answer.
2. Why did so many southerners refuse to accept an end to slavery?
3. Imagine you were an Abolitionist during the pre-civil war era. Would you have taken the chances that Harriet Tubman, William Lloyd Garrison and Frederick Douglass and others took to end slavery? Why or why not? Explain.

