Section I

1. **Title of Lesson:** U.S. Abolition Movement: Social Division in Early America

2. **Overview:**

   We are citizens in early 19th Century America. As America expands the debate over freedom, liberty, and slavery in the United States becomes a troublesome issue. Do you think as America grows it should spread freedom and liberty to all or is freedom and liberty a special privilege saved for only American citizens?

3. **Learning Goals:**

   **Big Idea(s):**
   - Provide definitions and examples of freedom and liberty relevant to American history
   - Identify examples of conflicts of interest (related to freedom/liberty) as the United States grows and expands using primary source materials

   **Student will:**
   - analyze primary source texts and images
   - summarize information/evidence found in primary source material
   - determine through inference meaning and definitions from primary source context
   - evaluate the relevance of content using various media and sources of information
   - research via analysis of primary sources to reflect and investigate Understandings

   **Understanding(s):**
   - Why did different regions in America have conflicting ideas about freedom and liberty for all humans?
   - Have social reformers had a negative or positive effect on American society?

   **Essential Question(s):**
   - Does the United States have a mission to expand freedom and democracy?
   - How have reformers had a significant impact on the problems of American society?
4. **Time Required/Duration of Activity:**

   [As a unit]
   540 minutes; 6 class periods @ 90 minutes
   [As a lesson]
   180 minutes; 2 class periods @ 90 minutes

5. **Recommended Grade(s):** 8th Grade

6. **Subject:** United States History: 1812-1860; American Expansion

7. **Credits:** Nathan Otis - 8th Grade Social Studies; North East Middle School, PA

8. **LDC Teaching Task:**

   LDC Teaching Task: **Informational/Explanatory Template Task; Task #12 ['after reading' - definition]

   *How did the abolition movement create a social divide in ante-bellum America?*

   After examining a primary source, write a paragraph in which you define abolition as it relates to 19th Century American society and explain how the movement contributed to social divide in ante-bellum America. Include evidence from primary sources (images, text, et cetera) to support your explanation.

**Section II**

9. **PA Common Core Standards:**

   PA Common Core Standards - CC.8: PA Common Core: History and Social Studies

   Standard Area - CC.8.5: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
   - CC.8.5.6-8.A:
   - CC.8.5.6-8.B:
   - CC.8.5.6-8.D:
   - CC.8.5.6-8.G:

   Standard Area - CC.8.6: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
   - CC.8.6.6-8.F:
   - CC.8.6.6-8.H:
10. Materials Used:
   - Smartboard
   - Internet
      - Library of Congress website (www.loc.gov)
   - Primary Source Analysis Tool G.O.
   - Teacher on Your Shoulder G.O.

11. Resources Used:


Section III

12. Instructional Procedures:

   (1) Primary Source Image and Summary: Through the activation of prior knowledge and use of the Primary Source Analysis Tool (graphic organizer):

      Students will be able to:
      - Define abolition
      - Identify examples of hostility/disunity (observe)
      - Interpret symbolism via visual imagery (reflect)
      - Infer the effect of abolition on part of American society (reflect and question for further investigation)

   As a primer for the written reflection write a short sentence response to each of the following prompts:
   - Observe which word or words found in the title suggest disunity or hostility (social divide)?
   - Identify a specific image that reflects hostile/unkind behavior.
   - Analyze the entire picture and provide one example of symbolism.
(2) **Analyzing Primary Source Informational Text:** Using the guiding investigative question; *how did the abolition movement create a social divide in ante-bellum America?* Students will apply close reading of primary source informational text and the *Teacher on Your Shoulder* graphic organizer.

**To be able to:**

- Read page 1;
  - Prompt: What is the objective (resolution) of the Abolition Society? Remember to use textual evidence to support your ideas.
- Read pages 4 & 5;
  - Prompt: What reasons do abolitionists, such as Phillips, pose for anti-slavery/abolition? Support your answer using textual evidence.
- Read page 13;
  - Prompt: Who does Phillips credit for the 'crazy' anti-slavery movement? Why do you think he refers to the movement as 'crazy'? Use words and phrases from the text to support your opinion.
- Revisiting the text
  - Prompt: How does Phillips address the following question? What do you think he is telling his audience? What in the text led you to your answer?
    - 'Our question is similar. If our agitation has not been wisely planned and conducted, explain for us the history of the last twenty years! Experience is a safe light to walk by, and he is not a rash man who expects success in future from the same means which have secured it in times past.'

Students should take notes in response to each question. Upon completion of notes students should summarize and rephrase their information and address the investigative question; *how did the abolition movement create a social divide in ante-bellum America?*

(3) **Analyzing Primary Source Informational Text & Comparing and Contrasting different viewpoints:**

http://chroniclingamerica.loc.gov/lccn/sn84023127/1839-02-22/ed-1/seq-1/#date1=1836&index=3&rows=20&word=abolition+ABOLITION&searchType=basic&sequence=0&state=&date2=1860&proxtext=abolition&y=0&x=0&dateFilterType=yearRange&page=1

This source of informational text is from the Burlington, Vermont Free Press. The lead article presents Henry Clay's speech to President Martin Van Buren in 1839. In Clay's speech he targets the petition to abolish slavery in the nation's capital, Washington D.C. The article can be used by students to compare and contrast political and social opinions specific to freedom, liberty, and slavery. Specifically, the text can be used to compare and contrast Wendell Phillips 1853 speech about the philosophy of abolition. Clay, in the parlance of our times, was a 'flip-flopping' politician. He was known to play the middle in order to gain votes in his many failed presidential bids. The speech itself offers many investigative opportunities if one chooses to go in another direction (allegedly the petition he attacks was created by Clay himself), however, for the intent and purpose of this lesson the focus should be on the conflicting pro and anti abolition sentiments littered throughout the speech.

After the close reading and analysis from the previous mini-task, students will be able to clearly identify the anti-slavery/abolition position. Using each source to build a conceptual understanding of the complexity of the issue will open the investigation and learning/discovery of the social divide surrounding the social and political issues rooted in slavery/abolition sentiment. This task, as well as other tasks in the unit, will attempt to develop the skills and knowledge necessary for understanding the complexity of the causes of the Civil War.

In this mini-task students will:

- identify Henry Clay's position toward slavery and abolition and the reasons for his beliefs/opinions.
- evaluate the purpose of Clay's speech through close reading of contradicting words/phrases.
- compare and contrast the position of Henry Clay with that of Wendell Phillips.
Section IV

13. **Assessment:**

The primary assessment tools will include the LDC rubric for informational and explanatory tasks; measuring *Focus, Controlling Idea, and Content Understanding*. In addition, the rubric created and submitted earlier in this session will be used to assess students will be able to define, identify, interpret, summarize, and infer facts and ideas from primary source images and texts. While this is not yet the best rubric for content specific abilities and skills I would like to assess it is appropriate and a successful beginning.

<table>
<thead>
<tr>
<th>Rating Descriptions</th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>Meeting Standard</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Evidence: Sourcing</strong></td>
<td>With help, there is only a limited knowledge and understanding of the primary source image’s origin and purpose.</td>
<td>Basic knowledge and understanding of the primary source image’s origin and purpose, but with major errors and/or omissions concerning any examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the primary source image’s origin and purpose.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the origin and purpose of the primary source image.</td>
<td>Students can provide in-depth inferences, connections, and/or applications concerning the origin and purpose of the primary source image.</td>
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<tr>
<td><strong>Evaluation of Evidence: Contextualization</strong></td>
<td>With help, there is only a limited knowledge and understanding of how different factors influenced the primary source image’s development.</td>
<td>Basic knowledge and understanding of different factors influencing the primary source image’s development, but with major errors and/or omissions concerning any examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the primary source image’s development.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught about how different factors influenced the primary source image’s development.</td>
<td>Students can provide in-depth inferences, connections, and/or applications to identify how different factors influenced the primary source image’s development.</td>
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<td><strong>Critical Thinking: Historical Knowledge</strong></td>
<td>With help, there is only a limited knowledge and understanding of the basic factual information concerning the primary source image.</td>
<td>Basic knowledge and understanding of factual information about the primary source image, but with major errors and/or omissions concerning any examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the image.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught about important factual information.</td>
<td>Students can provide in-depth inferences, connections, and/or applications in addition to recognizing and recalling important factual information.</td>
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<td><strong>Critical Thinking: Historical Argument</strong></td>
<td>With help, there is only a limited knowledge and understanding of evidence in the primary source image that suggests social divide.</td>
<td>Basic knowledge and understanding of examples of social divide in the primary source images, but with major errors and/or omissions concerning any evidence, examples, relationships, connections, or generalizations (simple and complex) explicitly taught about the image.</td>
<td>No major errors or omissions concerning any of the examples, relationships, connections, or generalizations (simple and complex) explicitly taught to provide examples of social divide (including supporting evidence).</td>
<td>Students can provide in-depth inferences, connections, and/or applications to articulate the claim that the primary source image is an example of social divide and use evidence to support it.</td>
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