

**Lesson Title:** Examining the Ties Between Abolitionism and the Women’s Rights Movement

**Grade Level:** 10<sup>th</sup> – 12<sup>th</sup> grade, AP, IB

**History/Social Science Discipline:** United States History

**NCSS Thematic Strands:**

Theme One: Culture and Cultural Diversity

Theme Two: Time, Continuity, and Change

Theme Five: Individuals, Groups, and Institutions

Theme Six: Power, Authority, and Governance

Theme Ten: Civic Ideals and Practices

**NCSS Performance Expectations:**

Theme One:

- enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues

Theme Two:

- have learners apply key concepts from the study of history such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity

Theme Five:

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;

- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

#### Theme Six:

- enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems

#### Theme Ten:

- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy

#### **Introduction:**

This lesson was crafted to incorporate historical research skills while achieving content mastery as students engage in a spirited quest to answer the following question: How did women's involvement in abolitionism influence the struggle for women's rights?

Students will be asked to utilize the Digital History Reader module: *How did Abolitionism Lead to the Struggle for Women's Rights?* as they strive to analyze the available evidence, such as letters, cartoons, and poems, in an effort to find an answer to the posed question. The class will begin with an anticipatory set which requires students to examine an image from *The Liberator* before beginning the mini-lecture which will provide a concise, yet comprehensive synopsis of the social and political realms of women within the Antebellum period. Following the mini-lecture students will be placed into groups of two to complete a web quest on the preceding material.

#### **Objectives:**

Students will:

- Analyze a primary source image from the 1830's as they strive to identify the issues faced by women during the time period.
- Examine the two distinct societal spheres, public and private, and the factors that influenced the woman's role in each.
- Explore and analyze text-based primary source material as they discover the connections between abolitionism and the women's rights movement.
- Synthesize the information gained throughout the lesson by selecting a menu item that highlights their understanding of the material.

**Time:**

One 90-minute block

**Instructional Steps:****Anticipatory Set:**

At the beginning of class students will be asked to engage in an analysis of a picture representing the plea of female African-American slaves for equality in the societal spheres. The class will be shown the picture and the teacher should ask the following questions in the order presented:

- List 3 things that you see in the image.
- What do you think the text above the picture means?
- What is the significance of the woman's kneeling position?
- Why do you think the artist created this image?

The background information on the picture, which appeared in "The Liberator" March 17, 1832 can be found on the following page:

[http://www.dhr.history.vt.edu/us/mod04\\_women/index.html](http://www.dhr.history.vt.edu/us/mod04_women/index.html)

This activity should take around 10-minutes.

In an effort to obtain an answer to the day's guiding question the lesson will proceed as follows:

**Guiding Question**

**How did women's involvement in abolitionism influence the struggle for women's rights?**

1. Using the PowerPoint presentation provided the teacher will perform a brief lecture. This lecture will provide the students with pertinent background information in order to establish a sufficient base of knowledge from which students will build as they later research the day's guiding question.

(The PowerPoint outlines the "context" page of the web quest. This page can be used as notes for the teacher to follow while presenting the PowerPoint lecture.

[http://www.dhr.history.vt.edu/us/mod04\\_women/context.html](http://www.dhr.history.vt.edu/us/mod04_women/context.html)

The PowerPoint lecture should take around 10-minutes.

2. After exploring the background content a slide of "Instructions" will appear to introduce students to the day's activity. The instructions on the slide are as follows:

- With a partner you are going to investigate 4 pieces of evidence in order to aid you in your quest to answer the day's guiding question. We are going to determine how abolitionism and the women's movement are linked.
- The pieces of evidence are divided into 2 categories (Political Action and Political Consciousness) and you need to pick 2 from each category to examine. While examining them you need to answer the accompanying guiding questions.
- The evidence can be found at the following address:  
[http://www.dhr.history.vt.edu/us/mod04\\_women/evidence.html](http://www.dhr.history.vt.edu/us/mod04_women/evidence.html)
- Pick from the following evidence:
- Political Action: 1, 3, 4, 5

- Political Consciousness: 11, 13, 15, 16

The web quest activity should be given at least 55 – 60 minutes for completion.

**3.** The last slide on the PowerPoint provides a closing to the lesson. The slide presents a poem written to express the feelings of a woman during the mid-1800's. Students should be asked the following questions in order to investigate the deeper connotations and meanings of the poem:

- What emotion is conveyed in the poem?
- What is the message of the poem?
- How does this relate to women fighting for abolitionism?
- How does this relate to the woman in the public and private sphere?

The closing activity should take around 5-minutes.

**4.** There will be a processing assignment that allows students the opportunity to synthesize the information garnered throughout the lesson. The assignment allows student choice as it is designed with differentiation in mind as students of varying intelligences are accommodated. The assignment will be structured as a menu with a maximum of 100 points. There will be five separate menu choices from which students can choose to obtain their 100 points. The choices are as follows:

1. 100 points possible: Editorial
2. 50 points possible: Crafting a speech
3. 50 points possible: Delivering the speech to the class
4. 50 points possible: Creating a drawing
5. 50 points possible: Writing an "I am..." Poem (an example of this is included in the assessment section)

**Assessment:**

The teacher will engage in informal assessment throughout the lesson as they gauge student understanding and participation in the anticipatory set and within the group work. The teacher should add necessary scaffolding questions if students are having difficulty analyzing the image within the anticipatory set and provide students any needed assistance during the group activity to facilitate their analysis. The formal assessment will consist of a menu list of five choices in order to obtain a possible 100 points. The menu list along with the accompanying rubrics are as follows:

# Assessment Cafe

Choose any of the following in order to complete your 100 point meal.

1. Editorial.....100 Points

This selection includes a wonderful editorial written as a woman in the 1830's who is striving to do the following (each section is given its own point value):

10pts.....Defend her new found actions in the public sphere

10pts.....Describe how abolitionism has served as a stepping stone to her role in the women's movement

10pts.....Articulate how religion has served to increase her role in society

30pts.....Incorporate information from two primary documents explored in class by describing the significance of each (15pts for each primary document)

10pts.....Cohesion of arguments and transitions between points

10pts.....Historical accuracy

10pts.....Strength of arguments: Details offered justify women's actions and not condemn them

10pts.....Grammar and Spelling

2. Writing a Speech.....50 Points

This selection involves a deliciously prepared speech that you will write as if you were delivering it to a group of women who are hesitant to enter the public sphere. The speech must include the following (each with its own point value):

10pts.....Write a compelling emotionally charged speech

30pts.....3 main arguments discussed in the lecture and the primary documents in class (10pts for each arguments)

10pts.....Grammar, spelling, and historical accuracy

3. Delivering a Speech.....50 Points

This selection offers the savory option of delivering the speech created from choice 2 for the additional 50 points. The delivered speech must include the following (each part has its own point value):

25pts.....Deliver the speech clearly, loudly, and passionately

25pts.....Ability to answer questions posed by the audience and instructor

4. Drawing a Picture.....50 Points

This is an enticing selection that will require you to create a picture related to the women's changing role in the public sphere, and how it relates to abolitionism and the women's movement. The picture must include the following (each part has its own point value):

10pts.....Message of image is clear (if you feel image is not clear provide a brief synopsis with the picture)

- 10pts.....Drawing is neat
- 30pts.....Image illustrates comprehensive understanding of material explored in the day's lesson

5. "I Am" Poem.....50 Points

This is the final item that the Assessment Café has to offer. It provides a simple and structured format to gain 50 points while having you put yourself in the shoes of a woman during the mid 1800's. The poem should convey the issues plaguing women, their efforts in abolitionism and the women's movement, and the changes that have occurred. The poem must include the following (each part has its own point value):

- 30pts.....Inclusion of five details from class
- 10pts.....Shows the issues women faced and the advancements made
- 10pts.....Grammar, spelling, historical accuracy

(Poem Template)

**"I am a Woman"**

I am...

I wonder...

I hear...

I see...

I want...

I am...

I pretend...

I feel...

I touch...

I worry...

I cry...

I am...

I understand...

I say...

I dream...

**Student Enrichment:**

Due to the nature of this lesson plan and its multiple components and various intellectual skills required of the students, we have already implemented several scaffolds to augment possible weaknesses. For example, the primary documents available within the web quest have been narrowed down to include only those most pertinent to the day's guiding question. This will focus the student's attention and prevent them from having to wade through excess material. In addition, we utilized scaffolding questions in both our anticipatory set and to guide the analysis of the primary source material in order to aid students in their effort to pinpoint main ideas. If you deem that your students need additional guidance to ensure obtainment of instructional goals then you could also include an excerpt from the Introduction ([http://www.dhr.history.vt.edu/us/mod04\\_women/index.html](http://www.dhr.history.vt.edu/us/mod04_women/index.html)) page to add additional context to the image used in the anticipatory set. Also, if necessary you could create additional questions to direct the students further while analyzing the primary source material. Lastly, when designing the assessment it was created to provide not only student choice, but also to tap the multiple intelligences that students possess. The menu choices allow students to highlight their understanding of the material probed through either a written or artistic form.

**Teaching Tips:**

The lesson plan available has been drafted in the format that we believe best supports student learning. When implementing this lesson we believe that it is imperative to emphasize the day's guiding question and revisit the question throughout the lesson in order to consistently gauge student understanding. The menu has been designed to satisfy the learning needs of multiple students, yet if a student desires to create an artifact that is not included on the menu we encourage this possibility as long as the alternative assignment fosters the student's comprehension of the stated learning objectives. In addition, it is paramount to share the rubrics with students when introducing the menu assignment so that students are aware of the expectations and how to best satisfy them.

**Technology Resources:**

Internet: Link to "How did Abolitionism Lead to the Struggle for Women's Rights?" module: [http://www.dhr.history.vt.edu/us/mod04\\_women/index.html](http://www.dhr.history.vt.edu/us/mod04_women/index.html)

**Additional Software:**

Microsoft PowerPoint will be used by the teacher to deliver the mini-lecture that provides the context for the lesson

**Other Materials Needed:**

Computer

LCD Projector (or teacher could print PowerPoint slides onto overheads if lack an LCD projector)

Computer Lab with internet connection (or teacher could print copies of the primary source material needed and the corresponding guiding questions)

Copies of Menu Assignment



**Author's Information:**

Name Sherry Elliott  
Affiliation Graduate Student at Virginia Tech, School of Education  
Email Address [shelliot@vt.edu](mailto:shelliot@vt.edu)

Name Matthew Walker  
Affiliation Graduate Student at Virginia Tech, School of Education  
Email Address [mwalker1@vt.edu](mailto:mwalker1@vt.edu)