

Madeline Sherman
Dr. Austin
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Title: Meeting of the Minds: A Round Table Presentation by Heroes of the Women's and Abolitionist Movement

Project Abstract: Using primary and secondary source documents, students will research leaders of the women's and abolitionist movements during the period prior to the Civil War. The goal will be to introduce the diverse leaders of the movement, to give students a better understanding of the roots of political activism, to understand the forces that motivated them, and to relate these to their legacy today.

Grade Level: 11

Seminar impact: The visits to Seneca Falls and Rokeby inspired me to learn more about the men and women who faced daunting challenges in making change. This seemed particularly important in light of the Election of 2008. Even for someone as jaded as me, it seems impossible to believe that it took more than 150 years to have African American and female candidates competing for the nomination of a major party.

Central Questions:

- Who were the leaders of the abolitionist movement prior to the Civil War?
- Who were the leaders of the suffrage movement prior to the Civil War?
- What challenges did these leaders face?
- What motivated them to take action at this time?
- How do their contributions relate to the political climate in 2008?

Challenge Questions:

- Why do you think it took so long to have African American and female candidates competing for the nomination of a major party?
- Do you think the leaders of the time anticipated the discrimination that would occur, despite the laws and constitutional amendments that were intended to support their cause?

Lesson Length:

- Four 50 minute periods, 1 65 minute period
 - Research leaders/work on worksheet (Day 1)
 - Complete worksheet and begin speech (Day 2)
 - Round Table presentations (Day 3-65 minute minutes)
 - § Speech
 - § Exchange ideas
 - Follow up to round table (Day 4)
 - § Reaction to lesson (journal reflection)
 - § What did you learn?
 - § What was the legacy of your reformer?
 - § Relate to the Election of 2008
 - Test (Day 5)

Key ideas:

- Reform takes a long time
- Reformers can be heroes or realists
- Issues of race and gender still dominate the political climate despite the passage of more than a century

Intended Learning Outcomes:

- Students will be able to articulate the sacrifices necessary for change to occur.
- Students be able to discuss African Americans who resisted the conditions of their enslavement.
- Students will be able to detail the conflicts women faced regarding abolition, suffrage, and the fifteenth amendment.
- Students will relate the early reform movements to the challenges women and African-Americans faced in the post World War II era.
- Students will connect the Election of 2008 to the individuals who paved the way for women and African-Americans.

National History Standards

- Era 4: Expansion and Reform
 - Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period
 - § 4A: The student understands the abolitionist movement.
 - § 4B: The student understands how Americans strived to reform society and create a distinct culture.
 - § 4C: The student understands changing gender roles and ideas and activities of women reformers.
- Era 9: Domestic policies after World War II
 - Standard 4: The struggles for racial and gender equality and for the extension of civil rights

- § 4A: The student understands the “Second Reconstruction” and its advancement of civil rights.
- 4B: The student understands the women’s movement for civil rights and equal opportunities.
- Era 10: Contemporary United States
 - Standard 5: Economic, social, and cultural developments in contemporary United States
 - § 2C: The student understands changing religious diversity and its impact on American institutions and values.
 - § 2D: The student understands contemporary American culture.
 - § 2E: The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

Preparation for teaching:

- Arrange to use the library
- Develop a reserve area in the library of material which will be helpful
- Prepare a bibliography for student reference with online and print resources
- Complete a binder with biographical material for student use
- Arrange to use the classroom for a longer period for the actual presentation
- Arrange for videotaping

Primary Sources (print): see Annotated bibliography

Secondary Sources (print): see Annotated Bibliography

Activities:

- To introduce the project students will read the sections in their textbook on the Spirit of Reform, the Civil Rights Movement, and the politics of protest.
- Students will review the elements of a speech and hear “I Have a Dream” to get the sense of tone
- Students will review the MLA format for a bibliography in their English class.
- In class students will work in the school library learning about their reformer and preparing a speech representative of his/her ideals.
- The classroom will be prepared to set up a round table atmosphere with a lectern for the speech delivery.
- One student (the Harriet Beecher Stowe character) will be assigned the role of moderator to introduce the speakers conclude the presentation.
- After all speeches have been heard students will have an opportunity to exchange ideas.
- Following the presentation, students will be asked to reflect in their journal on the impact of the project.
- Class discussion will relate to the political climate today.
- A final test will include a take-home essay relating to the project and the Election of 2008.

Assessment:

- Student worksheet
- Rubric for the presentation
- Journal
- Test

Accommodations:

- Special learners will have the opportunity to use an actual speech rather than write one.

Worksheet (20): with accuracy, gives area(s) of reform, explains influences/motivations, strengths, contributions, legacy; is word processed, GUMS correct, follows format, includes primary and secondary sources

<u>Below the Standard</u> (10) Includes two of the above	<u>Nearly achieving the Standard</u> (18) Includes three of the above	<u>Achieving the Standard</u> (23) Includes all of the above Few errors in fact word processed Includes sources	<u>Achieves with Honors</u> (30) Includes all of the above No errors in fact Reflective in speech Uses primary and secondary sources
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SPEECH (20): speech shows evidence of planning, reflects reformers position, in correct time period (prior to the Civil War)

<u>Below the Standard</u> (2) Unprepared	<u>Nearly achieving the Standard</u> (4) Prepared, but reading hesitant	<u>Achieving the Standard</u> (7) Prepared Evidence of knowledge Representative of person	<u>Achieves with Honors</u> (10) Prepared Meets all criteria Reads without hesitation Attempts to get in character
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DELIVERY (10): limited use of notes, speaking manner, posture, eye contact, pronunciation, appropriate use of language

<u>Below the Standard</u> (2) Includes two of the Above	<u>Nearly achieving the Standard</u> (4) Includes three of the above	<u>Achieving the Standard</u> (7) Includes five of the above	<u>Achieves with Honors</u> (10) Includes all of the above
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Extra Credit: appropriate dress for roundtable discussion

Reformers of the 19th Century

Assignment: for the individual assigned to you, you are to locate background material and complete the attached sheet. You should be able to complete this by the end of class on Tuesday, but definitely by the end of class Wednesday. In addition to completing the worksheet, you should develop a speech your reformer will give in a round table discussion that will be held on Friday.

In addition to the reserve resources in the library, you can use the Vermont Online Library, Biography Resource Center, which you can access from the library website. See Mrs. Sherman for the password.

Use the resources in the American Issues text from chapters 11 and 12 as well as resources in **Opposing Viewpoints**, volume I to help you understand the reform movement which relates to your person. Remember that some of these reformers were active in more than one area.

Reformer

Student

Harriet Tubman	
Henry Ward Beecher	
Harriet Beecher Stowe	
Sojourner Truth	
William Lloyd Garrison	
Wendell Phillips	
Theodore Weld	
Arthur Tappan	
Lewis Tappan	
John Greenleaf Whittier	
Angelina Grimke	
Sarah Grimke	
Lucy Stone	
Prudence Crandall	
James Russell Lowell	
Catherine Beecher	
Lucretia Mott	
Elizabeth Cady Stanton	
Amelia Bloomer	
Mary Lyon	
Emma Willard	
Frederick Douglass	
Henry Stanton	
Dorothea Dix	

Reformers who changed History

Use the worksheet to help you in beginning research about your reformer.

Reformer: _____

Area(s) of reform:

Influences/Motivations:

Strengths:

Contributions:

Significance/Legacy:

**Sources (use at least one primary and one secondary source; honors – 3 primary sources)
in MLA format:**

NAME _____

Test: Spirit of Reform (Chapters 5-6)

October 20, 2008

PEOPLE: Match the people below with the descriptions that follow by placing the correct letter in the space provided.

- A.** Lucretia Mott
- C.** Sojourner Truth
- E.** Prudence Crandall
- G.** Catherine Beecher
- I.** Mary Lyon
- I.** Elizabeth Cady Stanton

- B.** Frederick Douglass
- D.** Emma Willard
- F.** Harriet Tubman
- H.** Harriet Beecher Stowe
- J.** William Lloyd Garrison
- J.** Dorothea Dix

- ____ **1.** Former slave who became an active abolitionist and published the *North Star*
- ____ **2.** Founded school for black girls in Massachusetts.
- ____ **3.** Abolitionist and women's rights leader who helped sponsor the 1848 convention
- ____ **4.** Reinforced the value of a women's role at home
- ____ **5.** Former slave and leader of the underground railroad; called the Moses of her people.
- ____ **6.** Author, whose book *Uncle Tom's Cabin*, is considered one of the causes of the Civil War
- ____ **7.** Leader in education for women and founder of Mount Holyoke College
- ____ **8.** Founded a girl's boarding school in Vermont, and later opened one in Troy, New York
- ____ **9.** Leader of the antislavery movement and cofounder of *The Liberator*
- ____ **10.** Leader in the improvement of conditions for the mentally ill
- ____ **11.** Leader of the women's rights movement who organized an 1848 convention that modeled its sentiments on the Declaration of Independence.
- ____ **12.** Former slave whose eloquent and religious anti-slavery speeches drew huge crowds as exemplified in her "Ain't I a Woman" speech

Terms: On lined paper explain the following terms as they relate to the period 1800-1860.

- Nationalism
- Abolition
- Compromise
- Popular sovereignty
- Seneca Falls

The Young Republic: During the period studied, the U.S. was characterized by the emergence of sectionalism, a second Great Awakening that inspired reform, and the idea of Manifest Destiny.

Consider the characteristics below and indicate which represented:

- The **emergence of sectionalism** by placing an **S** in the space provided
- **Second Great Awakening** which inspired reform by placing an **R** in the space provided
- **Manifest Destiny** by placing an **M** in the space provided

- _____ 1. Northern leaders view slavery as morally wrong
- _____ 2. The South's economy relied on the labor of enslaved persons.
- _____ 3. The Missouri Compromise pits Northern leaders against Southern leaders
- _____ 4. Congress votes almost strictly along sectional lines.
- _____ 5. The abolitionist movement grows steadily. .
- _____ 6. New religions are formed.
- _____ 7. Availability of education expands
- _____ 8. By the end of 1848, U.S. territory stretched from the Atlantic to the Pacific Ocean
- _____ 9. Large numbers of Americans move to Oregon in 1840.
- _____ 10. Great Britain and the United States divide territory without conflict.

Take-Home Essay: Discuss the contributions to reform spirit of the reformer you researched. Relate his/her contributions to the political climate today. Consider the candidates for both the primary and general election. Who do you think your reformer would have supported and why. Essays should be well organized, include an introduction and conclusion, as well as transition between ideas. They should also exhibit correct grammar, usage, mechanics, and spelling. This should be word-processed and be a minimum of 500 (Honors - 750) words.

Annotated Bibliography

- African Americans: voices of triumph. Alexandria, VA: Time-Life Books, 1993. Text, illustrations, and photographs discuss the fundamental role that African Americans have played in the making of the American republic. Part of a series, the volume entitles Perseverance is most useful in tracing the history of slavery and its ultimate abolition. Well illustrated with a bibliography useful for high school students.
- American Cultural Leaders: from colonial times to the present. Santa Barbara, CA: ABC-CLIO, 1993. Profiles 360 men and women who have played a prominent role in the culture of the United States from colonial times to the mid-1990s. Included are writers, musicians, dancers, painters, actors, architects, sculptors, photographers, and many others. Brief biographies are useful for background information by high school students.
- Aptheker, Herbert. Abolitionism: a revolutionary movement. Boston: Twayne Publishers, 1989. Presents the thesis that the struggle to abolish slavery was a revolution not a reform movement. He presents the proposition that the billions of dollars represented by slaves as property undermined the moral, political, economic, and social order. He studies the role African Americans played in their liberations and reviews the successes and failure of the movement. This would be best used with honors or advanced placement students.
- Bohannon, Lisa Frederiksen. Failure is impossible: the story of Susan B. Anthony. 1st ed. Greensboro, NC: Morgan Reynolds, 2002. Chronicles the life of Susan B. Anthony providing information on her childhood in a rural Quaker community, her involvement with the temperance movement, and her crusade to improve women's rights. . Appropriate for high-interest, low vocabulary learners.
- Bohannon, Lisa Frederiksen. Women's rights and nothing less: the story of Elizabeth Cady Stanton. 1st ed. Greensboro, NC: Morgan Reynolds, 2001. Chronicles the life and achievements of nineteenth-century women's rights leader Elizabeth Cady Stanton; includes many photos and discusses her involvement in the anti-slavery movement, her work with Susan B. Anthony, and her disillusionment with some elements of the reform movement. Appropriate for high-interest, low vocabulary learners.
- Buckmaster, Henrietta, pseud. Let my people go: the story of the Underground Railroad and the growth of the abolition movement. Boston: Beacon Press, 1959. First published in 1941, it is considered a definitive account of the Underground Railroad, the abolition movement and the struggle for freedom. It synthesizes the events that led to the Civil War and Reconstruction, but it is the resistance movement that is most moving. The bibliography, though dates, offers a wide variety of primary source materials. Excellent for serious students of the topic.
- Cooper, Ilene. Susan B. Anthony. New York: F. Watts, 1984. A biography of one of the first leaders of the campaign for women's rights who helped organize the women's suffrage movement. Easy to read, it is appropriate for those in middle as well as high school. Part of a series of Impact biographies, it provides a good foundation for the study of suffrage.
- Deur, Lynne. Doers and dreamers; : social reformers of the nineteenth century. Minneapolis: Lerner Publications Co., 1972. Brief biographies of fourteen nineteenth-century men and women involved in such reform movements as women's rights, temperance, and the abolition of slavery. Appropriate for high-interest, low vocabulary learners.
- Fuller, Margaret. Women in the Nineteenth Century. New York: Dover Publications, Inc., 1999. A collection of contemporary narratives and historical reminiscences, which help, chronicle the history of slavery in the United States.
- Ginzberg, Lori D. Untidy Origins: A story of Woman's Rights in Antebellum New York, Chapel Hill: University of North Carolina Press, 2005. The discovery of an 1846 petition for women's suffrage and the six women from Jefferson County, New York who presented it to the New York State constitutional convention shed new light on the history of women's rights. Appropriate for high school students with a strong interest in the subject.

- Gurko, Miriam. The Ladies of Seneca Falls: the birth of the woman's rights movement. New York: Schocken Books, 1974. An overview of the women's suffrage movement in the United States during the 18th. Century, the book begins with a series of sketchy biographies, and then tells the story. It is a good primer about the suffrage movement.
- Johnston, Johanna. They led the way : 14 American women : (originally titled, Women themselves). New York: Puffin Books, 2004. Presents portraits of fourteen American women who played important roles in American history, including Emma Willard, Abigail Adams, and Harriet Beecher Stowe.
- Kava, Beth Millstein. We, the American women : a documentary history. New York: J. S. Ozer, c1977. Discusses the legal and social status of women, the contributions of outstanding women, and the role of the "average woman" during each of twelve periods in American history. Includes excerpts from writings of and about women of each period and is appropriate for use by high school students.
- Kerber, Linda and Jane Sherron DeHart, eds. Women's America: refocusing the past. 3rd ed. New York: Oxford University Press, 1991. This anthology integrates American History with women's history. The collection of primary and secondary source documents makes it an excellent tool for an overview of the movement, as well as useful for a variety of learners. It includes Essential Documents and Further Resources which make it useful for those who desire more information.
- Lester, Julius. To be a slave. New York: Dell, 1968. A compilation, selected from various sources and arranged chronologically, of the reminiscences of slaves and ex-slaves about their experiences from the leaving of Africa through the Civil War and into the early twentieth century.
- Macy, Jesse. The anti-slavery crusade; a chronicle of the gathering storm. New Haven: Yale University Press, 1919. Classic text, part of Yale University's *Chronicles of America* series. It provides an interesting perspective on the abolition movement written without the prism of the modern civil rights movement. Divided into chapters, it takes each issue separately. Good for honors students; it has bibliography but no index.; illustrations useful.
- Mustard, David B. Racial justice in America : a reference handbook. Santa Barbara, CA: ABC-CLIO, 2003. Presents reference tools on racial justice in America, including statistics, details on court cases, quotations, biographical sketches, a chronology, an annotated bibliography, and a directory of organizations, covering such issues as education, wages, living conditions, criminal justice, and political participation.
- The Reader's Companion to U.S. women's history. Boston: Houghton Mifflin Co., 1998. Contains over 400 alphabetically arranged articles discussing women's experience in the U.S. from the earliest times including the Salem witch trials, feminist jurisprudence, the roles of women in Native American religions, and how women have been instrumental in the labor movement.
- Salerno, Beth A. Sister Societies: women's antislavery organizations in antebellum America. DeKalb, IL: Northern Illinois University Press, 2005. Appropriate for advanced high school and college students, this provides excellent insight into the origins of women's activism by reviewing the role of female antislavery societies from the 1820's through the Civil War. The book has an extensive bibliography of primary and secondary sources that serves as a model for historical research.
- Salisbury, Cynthia. Elizabeth Cady Stanton : leader of the fight for women's rights. Berkeley Heights, NJ: Enslow Publishers, 2002. Offers a brief introduction to the life and times of Elizabeth Cady Stanton, focusing on her outspoken views in favor of women's right to vote and to divorce. Includes chapter notes, a bibliography, and glossary. Useful for general level history students.
- Sklar, Kathryn Kish. Women's Rights Emerges within the Anti-Slavery Movement, 1830-1870. A brief history with documents. Boston: Bedford/St. Martin's, 2000. A collection of primary source documents which follows Angelina and Sarah Grimke in the process by which they transformed the accepted role of women during their lifetime. The selections are very readable and would be of use to high school students studying suffrage and abolition.

Slavery. San Diego : Greenhaven Press, 2001. A collection of contemporary narratives and historical reminiscences that help chronicle the history of slavery in the United States. These primary source documents are arranged by theme. Each chapter begins with a preface to set the historical context and each article has introduction which is helpful in understanding the author. Appropriate for high school students interested in the topic.

Slavery : opposing viewpoints. San Diego, CA: Greenhaven Press, 1992. Presents various viewpoints on slavery in the United States taken from primary sources such as magazines, books, and newspapers. Excellent resource for all students; provides access to a wide diversity of opinions and should stimulate discussion; good for debates; useful chronology and bibliography.

Somervill, Barbara A. Votes for women!: the story of Carrie Chapman Catt. 1st ed. Greensboro, N.C.: Morgan Reynolds Pub., 2003. Profiles Carrie Chapman Catt, an educator, prohibitionist, and women's rights advocate who played a major role in women gaining the right to vote. This is an excellent biography appropriate for students in a general level history class.

Stauffer, John. The Black Hearts of Men: radical abolitionists and the transformation of race. Cambridge: Harvard University Press, 2000. When slavery was spreading and racism was prevalent in the country, two white men, John Brown and Gerritt Smith, and two black men, Frederick Douglass and James McCune Smith overcame social barriers and mistrust to form a unique alliance that sought nothing less than the end of slavery. A fascinating description of the relationships among the men and the cause they pursued. Appropriate for high school AP History students.

Tackach, James. The Emancipation Proclamation : abolishing slavery in the South. San Diego: Lucent Books, 1999. Discusses slavery as a cause of the American Civil War and examines the events surrounding Lincoln's Emancipation Proclamation and the impact of this declaration on the course of the war and the institution of slavery. Easy reading for high school students; includes a bibliography and photographs.

Turner, Mary. The Women's Century: A celebration of changing roles. Surrey, UK: National Archives, 2003. Well illustrated with a useful bibliography for pictures and print material, this book can be used by all levels of readers. The chronology goes through 2000 and lists significant achievements of women in all fields. The titles of the chapters from "A Woman's Place" to "Having it All" entice you into reading more. An enjoyable overview of the changing role of women.

The Underground Railroad: life on the road to freedom. Pat Perrin, editor. 2nd ed. Carlisle, MA : Discovery Enterprises, 1999. Explores the most active years of the Underground Railroad through accounts of slaves who followed the route to freedom and others who were involved in, or have studied, the abolitionist movement. This includes both primary and secondary source materials. Includes a bibliography that is useful especially for high school students.

Vicinus, Martha. Independent women: work and community for single women, 1850-1920. Chicago : University of Chicago Press, c1985. The subject of the book is the middle-class women who were the first to own money outside the home. It tells of the struggles of women who "pioneered new occupations, new living conditions, and new public roles." It is well documented, has an extensive bibliography and is useful for advanced level students.

Weatherford, Doris. A history of the American suffragist movement. Santa Barbara: ABC-CLIO, 1998. . Traces the history of the women's suffrage movement in the United States from its origins in seventeenth-century colonial America through the passage of the nineteenth amendment in 1920 that guaranteed women full voting rights. It is organized into chronological sections, each covering a different era in fight for suffrage. It includes a timeline, documents, numerous illustrations, and a bibliography. It would be useful for high school students.

Wellman, Judith. The Road to Seneca Falls: Elizabeth Cady Stanton and the First Woman's Rights Convention. Urbana, IL: University of Illinois Press, 2004. An analysis of the women's rights movement and Elizabeth Cady Stanton's role in bringing it all together. It discusses the reformers, abolitionists, radical Quakers, and others who met in 1848 to lead this radical reform initiative. Well document, it is excellent for the serious student interested in learning more about the roots of the movement

Women's rights : edited by Jennifer Curry. New York: H. W. Wilson Company, 2005. This collection of articles and excerpts deals with the modern women but is useful for extending the study of women's rights by introducing the challenges

women face today. Well indexed, it includes charts and graphs, as well as extensive bibliography. Appropriate for high school students.

The women's rights movement : opposing viewpoints. San Diego: Greenhaven Press, 1996. Offers a variety of essays, speeches, and articles presenting opposing viewpoints on topics related to the women's rights movement throughout history, from early debates through the 1970s. It is well balanced, includes chapter introductions, primary source documents, a chronology, and an excellent annotated bibliography. Good for high school students.