

Teacher: Brigitte Smith

Title: Important figures of the Abolition Movement

FLVS Course: American History Enrichment for module 4

Topic: Religion and the Abolition Movement

Grade level: 9-12

<b>FLVS Turning Points Grant Lesson/ Activity/Content</b>	
<b>Summary:</b> <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i>	<b>This is a lesson enrichment for American History V9, module 4. Students will attend an Elluminate session to learn about the role of religion during the abolition movement and examine two individuals who played an important role in the abolition of slavery. Students will watch a teacher-created “Prezi” presentation and submit the assessment as a blank assessment.</b>
<b>National Standards for History Era:</b> <a href="#">Link</a>	<b>Era 4 Expansion and Reform (1801-1861) Standard 4 The sources and character of cultural, religious, and social reform movements in the antebellum period</b>
<b>State Standard(s):</b> <a href="#">Link to SSS</a> <a href="#">Link to Next Gen SSS</a>	SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.  SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past  SS.912.A.2.1  Review causes and consequences of the Civil War.
<b>Themes/Concept:</b>	The Role of Religion in the Abolition Movement
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"><li>1. What role did religion play in the abolition movement?</li><li>2. How did Individuals with very different religious backgrounds work to abolish slavery?</li><li>3. How did individuals of the past experience the abolition movement and how did they feel about it?</li></ol>
<b>Learning Goal(s):</b> <i>(What you want students to understand)</i>	Understand past events though analyzing primary sources Understand the role of religion in the abolition movement Know how individuals with different religious backgrounds had an important influence on the abolition movement. Understand the past through the eyes of someone living in that time.
<b>Launch Activity</b>	Students will read an excerpt from the TAH pre-reading activity on: “Religion in the Abolition Movement”.

<b>(Hook)</b>	
<p><b>Knowledge &amp; Skills</b></p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<p>Benjamin Lay Robert Newton</p> <p>Interpreting and analyzing primary and secondary sources Making inferences</p> <p>An understanding of how the experience and the beliefs of individuals contributed to an evolving consciousness of abolition, almost a hundred years</p> <p>Verbal Assessment</p> <p>Students will be monitored in participation via the elluminate session</p> <ol style="list-style-type: none"> <li>1. Students is actively participating in the discussions And taking turns reading: 40-50 points</li> <li>2. Student is responding and participating and doing some reading: 30-40 points</li> <li>3. Student is only giving one word answers and is not responding frequently 20-30 Points</li> <li>4. Student is showing a low level of participating and it is evident that the student is not very involved: 0-20 points</li> </ol> <p>Verbal Assessment</p> <p>Students will be monitored in participation via the elluminate session</p> <ol style="list-style-type: none"> <li>1. Students is actively participating in the discussions And taking turns reading: 40-50 points</li> <li>2. Student is responding and participating and doing some reading: 30-40 points</li> <li>3. Student is only giving one word answers and is not responding frequently 20-30 Points</li> <li>4. Student is showing a low level of participating and it is evident that the student is not very involved: 0-20 points</li> </ol> <p>before the outbreak of the Civil War.</p>
<p><b>Lesson</b> <i>(The lesson itself; Procedure)</i></p> <p>Overview: Students will read the introductory text on the important role that religion played in the abolition movement and then analyze two individuals of this movement. They will answer reflective questions that are incorporated into a “Prezi” presentation and submit answers to their teacher in a word document (all materials are incorporated into the “Prezi”)</p> <p>Then, students will be introduced to the next figure of the abolition movement through a “hook” music video “Amazing Grace”, they will read about the author, analyze a primary source by this author and complete a graphic organizer which is incorporated into the ‘Prezi’ presentation.</p>	

Students are directed to answer the questions in a word document and send them for grading to their teacher.

#### Illuminate Lesson

Teacher will guide students through the “Prezi”.

Students and teacher will read through the provided texts and do the assignments on this “Prezi”. They will submit the answers to the questions and the answers to the graphic organizer to their instructor on a word document.

Prezi Presentation on Abolition:

<https://prezi.com/secure/?lock=a0d21a9c164a0d1664aeecf856cc478be76434b7>

Assessment:

Verbal Assessment/participation:

**Assessment Evidence:** *What evidence will show that students met the learning goal?*

Students will submit a word document to their instructor as a blank assessment. They will also be assessed on their verbal participation during the Prezi Presentation.

**Resources and instructional tools:** (Including Video Sources, Text Resources, Research Strategy)

<https://prezi.com/secure/?lock=a0d21a9c164a0d1664aeecf856cc478be76434b7>

Assessing comprehension: Questions (Open a word document and answer the questions, save a copy and submit it to your instructor for grading) 10 points each

1. What did Benjamin Lay do at the yearly meeting  
In Philadelphia?
2. What is a Quaker?
3. What did Benjamin Lay look like and how could  
his physical aspect have influenced his support  
Of abolition?

**Assignment**

Please look over the graphic organizer, answer the questions (you will not be able to fill in this organizer, just type your answers on a word document and submit them to your teacher) 70 points

Use the following website to do your research

[www.wholesomewords.org/biography/biorpnewton.html](http://www.wholesomewords.org/biography/biorpnewton.html)

**Answer sheet: ANALYZING A PRIMARY SOURCE**

**Focus Question:** \_\_\_ Who wrote the famous words to the song “Amazing Grace, what is his story and how did he participate in the abolition movement? \_\_\_\_\_

**Title of Source:** \_\_\_ “Amazing Grace” \_\_\_\_\_ **Author:**  
\_\_\_ John Newton \_\_\_\_\_ **Genre** (letter, cartoon, photo?): \_\_\_ Church  
Hymn \_\_\_\_\_

**WHEN & WHERE**

**Place and Time:** *Where and When was it published?*

*London : between 1760 and 1770*

**OBSERVATIONS**

**Historical Context:** *What was going on during this event or era/period?*

*The Slave trade*

**WHO**

**Author:** *Background, sex, race, social class, education; What is his/her perspective?*

*Newton*

*He himself was a captain of a slave ship. He was converted into abolition when he nearly drowned fall from his ship.*

*His wife was very piteous an gregarious and this also contributed to his conversion. In 1748 he gave up the slave trade and became an ardent abolitionist. Under the influence of George Whitefield and John Wesley, he began to study for the ministry. He was ordained in the Church of England and serve from 1764-1780.*

**Audience:** *Who is the intended audience?*

The people who came into his church.

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#### Verbal Assessment

Students will be monitored in participation via the elluminate session

5. Students is actively participating in the discussions  
And taking turns reading: 40-50 points
  
6. Student is responding and participating and doing some reading: 30-40 points
  
7. Student is only giving one word answers and is not responding frequently 20-30 Points



8. Student is showing a low level of participating and it is evident that the student is not very involved: 0-20 points

Answer Key to questions:

1. What did Benjamin Lay do at the yearly convention in Philadelphia?  
As early as 1738, he had addressed the Yearly Meeting in Philadelphia, wearing a long cloak that he threw off to reveal a military outfit. He then cried out to the startled worshipers, "Oh all you negro masters who are contentedly holding your fellow creatures in a state of slavery during life...you might as well throw off the plain coat as I do." He drew out a sword and plunged it into a book in which he had hidden a bladder of red berry juice. It spilled over those seated nearby.
2. What is a Quaker?  
A Quaker is an individual belonging to a radically egalitarian protestant sect that believed All animals and humans are equal under one God.
3. What did Benjamin Lay look like and what influence did his physical aspect have on his Sentiments towards abolition?  
  
As a hunchback he sympathized with the lowly and disadvantaged and proclaimed slavery to be a sin against God.

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Sources:

[www.wholesomewords.org/biography/biornpnewton.html](http://www.wholesomewords.org/biography/biornpnewton.html)

Bertram Wyatt-Brown, "American Abolitionism and Religion" in "Divining America: Religion in American History," TeacherServe® from the National Humanities Center

Hymnary.org

Graphic Organizer: The UC History Project