Women and Abolition in Massachusetts

TITLE: The hidden voice of the North

Grades 9-12

2-5 Days

USI.34 Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and Henry David Thoreau.
USI.36 Summarize the critical developments leading to the Civil War. (Northern Sentiment)

ESSENTIAL OBJECTIVES

• Students will be able to discuss in detail the female influences in the lives of Emerson and Thoreau, and verbally or written opine upon the true effects those influences had on their lives
• Students will demonstrate, in a written assessment, that the Northern attitude toward slavery in the South is not just political talk, but also personal feelings.

ESSENTIAL QUESTION

Who is the voice of the Northern United States?

PROCEDURE

Please see attached lesson pg 3-5)

LINKS TO UEH SEMINAR

Both introduction (Constitution of the Amesbury and Salisbury Female Anti-Slavery Society) and the primary reading (“Swelling That Great Tide of Humanity”: The Concord, Massachusetts Female Anti-Slavery Society”) are directly from seminar discussion and readings.

ASSESSMENT (Closing Assignment)

• Students will be able to articulate in a written essay the role women played in the abolition movement, as well as provide an opinion, based on the facts provided from the reading, on the magnitude of the women’s influence onto the “Northern” sentiments of the south and slavery.
PRIMARY DOCUMENTS USED

“Swelling That Great Tide of Humanity”: The Concord, Massachusetts Female Anti-Slavery Society
By Sandra Harbert Petrulionis

Constitution of the Amesbury & Salisbury Female Anti-Slavery Society Preamble
UNKNOWN

The American Vision (Glencoe)
By Appleby – Brinkley – Broussard – McPherson – Ritchie – National Geographic
pp. 276
I. Introduction
   A. What is Transcendentalism? (I cited American Vision textbook, but I think any History Textbook would provide students with this idea)
      For the opening day of the lesson, this can be asked of students before a word is said simply to prime them for what is to come. Hopefully they are reminded of past lessons on Thoreau and Emerson, but it is okay if they are not. A quick class discussion may fill those gaps, but this is simply a starter.

   B. Pass out copies, and read aloud, the Preamble of the Constitution of the Amesbury & Salisbury Female Anti-Slavery Society WITHOUT the title page.
      1. Ask questions and discuss the meanings of phrases such as the following:
         a. Who is excluded in the phrase “every person”
         b. What is a “mere difference of complexion”?
         c. “No countenance to violence or insurrection”
         d. Who are “We” in this?
      Discussions may or may not include women, but the final stage of this introduction would be to supply the source of this preamble as a Female Anti-Slavery Society. Discussions may continue on the use of the word “man” and “person” (why are men slave owners, but not women?)
II. Reciprocal Teaching Lesson
1. Place students in groups of 4-5 and assign each student a number (to coincide with the sections below). Those numbers provide a “job” for the students as they read the text.
2. Have students read - “Swelling That Great Tide of Humanity”: The Concord, Massachusetts Female Anti-Slavery Society
I found this text to be somewhat long, and it could be narrowed down for in-class assignment as opposed to homework, but the connections to familiar names (Emerson and Thoreau) will connect lesson to state frameworks and provide a larger perspective of people’s lives and families.
3. Jobs are described below, and this is an opportunity to mix groups of various levels of students as some tasks can be less challenging to a slight degree

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<tr>
<th>1. Summarize</th>
<th>Student will provide a short summary of entire text</th>
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<td>2. Ask Questions</td>
<td>Student will read text with a journalistic perspective (who, what, when, where, why, how) and ask and attempt to answer these questions</td>
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<td>3. Clarify</td>
<td>unknown terms or concepts that may need further explanation in order to better understand the text. The clarifier is responsible for identifying terms and concepts that may be troublesome, and to the best of their ability attempt to “clarify” for their fellow students</td>
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<td>4. Predict</td>
<td>draws on prior knowledge, as well as applies knowledge learned from reading in order to predict what may happen in the future (although predictions may not be true, there are no wrong answers here)</td>
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4. Group will meet together in order to share their “part” and attempt to answer any remaining questions they have.
5. The group will then present reading to other classmates in order to compare and contrast what they have discovered.

Variances
- Each group may be assigned a different reading to be shared (rather than all students comparing the same reading)
- This style should be a class discussion if this is the first time the students have done this type of assignment (Reciprocal Teaching). Plan on being vocal during this phase so that you can model the approach (to help prepare students for similar assignments later)
- Included on next page is a blank sheet which may be given to groups after individual work is completed
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