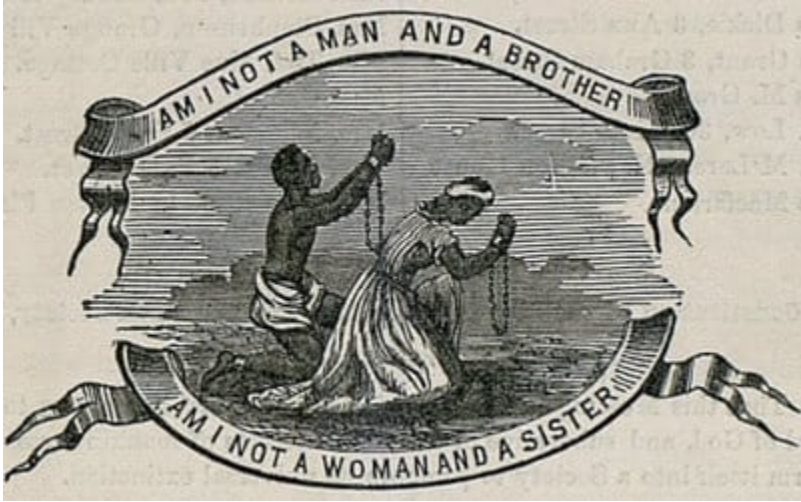


UofSC TPS Project Lesson Plan Template

School:		Author(s): Jazmyne McCrae
Course: US HISTORY		Grade Level(s): 11
Length of Class: 90 minutes	Number of Students: 20-25	
		
Lesson Title:	"What About Women?"	
Overview:	Throughout American history citizens have organized and assembled to resist policies and social practices that they disagree with: from temperance and alcohol consumption, to expanded suffrage for various groups, to the abolition of slavery. In the mainstream historical narrative, men are at the forefront of the early Abolitionist Movement. This leaves many wondering, <i>What about women?</i> In this lesson, students will focus on the contributions of women in the early Abolitionist Movement from the period 1815 – 1865. Students will examine the impact of pro-slavery legislation in the sectional North and South, summarize the reactions of abolitionist activists from the period, and analyze the effectiveness of contributions in the movement.	
Learning Objective:	By utilizing primary and secondary sources, students will be able to summarize the impact of womens' contributions to the Abolitionist Movement during the Antebellum Era.	
SC Social Studies College and Career-Ready Standards:	USHC.2.P: Summarize the impact of technological changes and social developments on the U.S., including the Civil War, during the period 1815–1865. This indicator was developed to encourage inquiry into how technology fostered the growth of the cotton industry, the factory system, and urban centers. In addition, this indicator facilitates	

	inquiry into how the Abolitionist Movement and Women's Rights Movements encouraged reforms. USHC.2.E: Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.
Essential Question:	Were the contributions of women in the Abolitionist Movement effective?
Supporting Question(s):	1. What is the Fugitive Slave Act and how did it affect the experiences of Black Americans? 2. How did Black women in the Antebellum Era contribute to the Abolitionist Movement?
Digital Primary and Secondary Sources:	Dionne, E. (2020). <i>Lifting as we climb: Black women's battle for the ballot box</i>. Penguin Random House, New York. Fugitive Slave Act of 1793, amended in 1850, Common Lit "I love a flower," illustration by S.M. Douglass, ca. 1833, The Library Company of Philadelphia "The Cause of the Slave Became My Own," 1832 political essay by Douglass, retrieved from Bates College archives Portrait of Frances Ellen Watkins Harper, 1872, Library of Congress Poem: "Light Beyond the Darkness," 1892, Library of Congress Runaway Notice for Harriet Jacobs, 1835, PBS Historical Documents Letter from Harriet Jacobs to Ednah Dow Cheney, 1867, PBS Historical Documents Proceedings of the Women's Rights Convention, Seneca Falls, NY, 1853, Library of Congress "A Black Sibyl of the War," The Washington Times, 1902 article clipping, Library of Congress
Required Classroom Materials:	• Pictures for display LINK • Copy of the Fugitive Slave Act (digital access on Common Lit) • Physical versions or digital version of Stations Activity and Materials • Chromebooks with Internet Access • Pen/Pencil/Highlighter for Annotations
Classroom Environment:	It is recommended to have your classroom environment set up to work for a Stations Activity. This may mean moving desks or tables around the room to be in four isolated corners or sections of the room - please ensure they are properly spaced apart for groups to cycle to each.

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

5%	Independent reading	15%	Partner work
5%	Independent writing	35%	Group work
20%	Direct Instruction by teacher		
20%	Engaging in whole group discussion		

Lesson Sequence/Procedures

Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
7 minutes	Independently, students will observe and review a large version of the “Am I Not a Man...and a Brother?” illustration on the classroom board. With an elbow/nearby partner, they will discuss what they believe the main message of the illustration is. Following time for one-on-discussion, students will be prompted to share their thoughts about the illustration and its meaning.
8 minutes	After students are able to share their ideas for the “Am I Not a Man” illustration, they will be presented the second image, “Am I Not a Man and a Brother? Am I Not a Woman and a Sister? The instructor will ask students to state the difference from the first image (this one includes women in the struggle). Once students state the desired response the instructor will explain that although the struggle against slavery was for men and women, women are widely erased from the Abolitionist Movement. They will be prompted to share why they may think that is.
5 minutes	Following a brief discussion on the abolitionist imagery, students will be introduced to the lesson objective of the day.
15 minutes	In a brief mini-lesson, students should be given an overview on the ongoing division between the North and South during the Antebellum Era leading up to the year 1850. This can be in the form of a recap/review of previous class details.
15 minutes	In a guided reading, the instructor will read excerpts from the Fugitive Slave Act (sections 1 & 2). Students should have physical copies provided to them so that they can follow along and annotate. Students should annotate the “main points” of each section. If the instructor sees fit, they can assign different students to read sections. As the reading continues, students should be questioned as to what the text meant. <i>After reading Section 1, ask students what happens if an enslaved fugitive is caught? After Section 2, ask students what happens to those who help an enslaved fugitive?</i>
5 minutes	After reading the Fugitive Slave Act and discussing the guided questions, students will be organized into small groups. The instructor will then explain the next phase of the lesson, which is a Stations Activity that will explore how women contributed to the Abolitionist Movement in resistance to laws such as the FSA. Groups should be placed at different Stations and then cycled over the course of the remainder of the activity time.

30 minutes	In this stations activity, students will cycle through four stations that examine four women from the Antebellum Era and their contributions to the Abolitionist Movement. Students will take notes on the biographies of each of the women and list their contributions in the Movement. Students should spend no longer than 6-7 minutes on each station.
5 minutes	For the final minutes of class, students will be given a Post-It and instructed to respond to the Essential Question in 2 sentences or less. The Post-It response should then be placed on the classroom door as students exit for the day (similar to the Parking Lot exit slip strategy).

Homework for Tomorrow	
N/A	
Assessments	
Formative: Classroom Reading and Discussion on the Fugitive Slave Act Formative: Individual Student Exit-Ticket Responses	
Learning Extensions	
In a learning extension, students can study the work and contributions of each of the women studied during today's activity during the Civil War and after, including how their ideas and work may have changed or stayed the same.	
Adaptations	
Adaptation for Visual Impairment: It is suggested to have scanned copies of each excerpt from the <i>Showtime</i> novel. These scanned versions should be made to be larger than versions in a physical book to allow for further inspection of detail. For students with severe visual impairment, please allow them to collaborate within a group format and ensure their peers read aloud during their activity.	
Adaptation for Hearing Impairment: It is strongly suggested to have transcripts for any videos, songs, or other audio-format sources that are used.	
Adaptation for ESOL/ELL: It is suggested to create simplified versions of difficult texts. Students should be placed into groups that have varied abilities so that peers can work to their strengths. Students who struggle in interpreting texts should be given assistance by instructor when needed, including translated versions of text or read-alouds one-on-one.	