

NOTE-Condense the list and be more deliberate about pairings and meetings

American Studies

Mr. Kramer/Mr. Rigler

Advocating for Abolition

Today you will take on the role of an abolitionist in the mid 19th Century. Here are your instructions:

- 1) Read the background information found here: [American Abolitionism Background](#). Take notes as you read, paying particular attention to the differences in beliefs and actions among abolitionists.
- 2) Using either [American Abolitionism Biographies](#) or [American National Biography](#), research your assigned abolitionist. You must seek out and record answers to the following questions (insert your answers in **BOLD** below each question):
 - a) Describe your upbringing and how it relates to how and why you became an abolitionist. Where were you born (North or South)? What was your social status at birth (enslaved, free, upper class etc.)?
 - b) Describe your education and religious tradition as they relate to your fight against slavery.
 - c) By what primary means did you work to end slavery? What organizations did you belong to or what methods did you use? Were there other strategies that you supported?
 - d) What difficulties did you face from outside the movement (heckling, social isolation, violence, etc.)?
 - e) What difficulties did you face within the movement (disagreements, leadership style)?
 - f) What kind of impact did you make on ending slavery, or people's opinions about the imperative to end slavery?
 - g) What other reforms or movements did you support (temperance, women's rights, public education, etc.)?
 - h) If possible, identify a key quotation written or said by your person.

Now use the information that you gathered to create a bro-chure that your abolitionist might have written advocating for the abolition of slavery. By writing it in the first-person you will begin to inhabit your role and find your voice even before the simulation begins. Once your pamphlet is finished, it will be photocopied and distributed (or posted online) so that all the other abolitionists in our class can read it. You, in turn, will use everyone else's pamphlets to get to know the other figures in the movement and to gather information about who agrees with you on key issues. Your pamphlet should:

- Include an autobiographical sketch of who you are.
- Use an actual photograph or portrait of your figure either downloaded from the web or drawn by hand.
- Distill the essence of the argument you made against slavery.
- Be written in "your" voice (as reflected in the historical record and/or any primary sources you can find written by your abolitionist).
- Use the language of the day in terms of vocabulary, rhetorical flourish, etc.
- Include a primary source quotation of the actual words "you" wrote about slavery.
- Use other illustrations and quotations that will be persuasive to your audience.

3) Next, we'll see which types of actions your person might support:

Action	Would support	Would not support
Writing - Win hearts and minds through the writing of fiction and reportage		
Oratory - Speak on the lecture circuit and other public forums		
Using religious institutions - Work through the churches of America's major religious denominations		
Political action -Support the American Colonization Society, which advocated helping African Americans "return" to Africa		
Political action - Form political parties and run candidates to elected office		
Political action - Gather names on anti-slavery petitions and send them to Congress		
Breaking laws -Help runaway slaves to escape, do the work of " vigilance committees "		
Violence - Advocate the use of armed violence		
Violence - Encourage slave uprisings		
Boycott - Refuse to pay taxes to the government or plan boycotts of the products of slave labor such as Southern cotton and sugar		
Link to other causes - Advocate that the freeing of the slave and the emancipation of American women are one same struggle to establish equality in America		
Gradualism -ending slavery over time		
Immediatism - advocating for the immediate end to slavery		

- Which of these courses of action would your person be most likely to support? Why?

4)

Action	(name of person)	(name of person)	(name of person)
Writing -			
Oratory -			
Using religious institutions			
Political action 1			
Political action 2			
Political action 3			
Breaking laws-			
Violence -			
Violence -			
Boycott -			
Link to other causes -			
Gradualism -			
Immediatism -			
Commentary - a few sentences explaining who this person is, what they did, and why they advocate these actions			

5)

Action	(name of person)	(name of person)	(name of person)
Writing -			
Oratory -			
Using religious institutions			
Political action 1			
Political action 2			
Political action 3			
Breaking laws-			
Violence -			
Violence -			
Boycott -			
Link to other causes -			
Gradualism -			
Immediatism -			
Commentary - a few sentences explaining who this person is, what they did, and why they advocate these actions			

Homework:

Look through the set of proposals below. Choose two to consider. For each one, explain:

- Why does this proposal appeal to your character, or not? Why would they be in favor of it / reject it?
 - Bring the voices of two other people you met today into the conversation. For each, answer the following:
 - Does this new person agree/disagree with you? Based on what you learned about that person, how can you justify this conclusion?
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- A proposal to create a political party that shall run candidates advocating the immediate abolition of slavery throughout these States.
 - A proposal to support a movement sponsored by Henry David Thoreau to cease paying taxes to this Government of Slave Owners, even if we must go to jail as a consequence.
 - A proposal that our organization fights for the emancipation of the enslaved—Negro and Women—with equal vigor and immediacy.
 - A proposal that the Northern free states secede from the Union because the U.S. Constitution has been from its inception a proslavery document.
 - A proposal sent in secret by a free Negro who is currently planning to seize a federal arsenal in an unspecified border state by armed force. His intentions are to create a general slave uprising within that state which will free that state. He requests the society to: (A) Send him money to aid his cause. (B) Send him men ready to fight.

1. Amos Beman (1812-1874)
2. James Gillespie Birney (1792–1857)
3. William Wells Brown (c. 1814–1884)
4. Maria Weston Chapman (1806–1885)
5. Elizabeth Margaret Chandler (1807-1834)
6. Lydia Maria Child (1802–1880)
7. Samuel Eli Cornish (1795–1858)
8. William Lloyd Garrison (1805–79)
9. Henry Highland Garnett (1815–1882)
10. William Goodell (1792–1878)
11. Sarah Grimke (1792–1873)
12. Angelina Grimke (1805–1879)
13. Frances Ellen Watkins Harper (1825–1911)
14. Thomas Wentworth Higginson (1823–1911)
15. Abby Kelley (1811–1887)
16. Jermain Loguen (1813-1872)
17. Elijah Lovejoy(1802-1837)
18. Lucretia Coffin Mott (1793–1880)
19. James Mott (1788–1868)
20. Theodore Parker (1810–1860)
21. Wendell Phillips (1811-1884)
22. Gabriel Prosser (1776-1800)
23. Robert Purvis (1810–1898)
24. Harriet Forten Purvis (1810–1875)
25. Charles Bennet Ray (1807-1886)
26. Charles Lenox Remond (1810–1873)
27. Franklin Sanborn (1831–1917)
28. Gerrit Smith (1797–1874)
29. James Mcune Smith (1813-1865)
30. Henry Brewster Stanton (1805–1887)
31. Elizabeth Cady Stanton (1815–1902)
32. Maria W. Stewart (1803–1879)
33. Lucy Stone (1818–1893)
34. Harriet Beecher Stowe (1811–1896)
35. George Luther Stearns (1809–1867)
36. Lewis Tappan (1788–1873)
37. Sojourner Truth (1797–1883)
38. Harriet Tubman (1822–1913)
39. Nat Turner (1800-1831)
40. Theodore Dwight Weld (1803–1895)
41. David Walker (1796-1830)
42. Theodore Wright (1797-1847)
43. Denmark Vesey (1767-1822)