

# Contents

Introduction.....	1
-------------------	---

## **Abolitionism**

### *Why Did a Movement to End Slavery Arise?*

Overview.....	5
Teaching Instructions.....	7
<b>Handouts</b>	
Introductory Essay.....	10
History Group.....	13
Civics Group.....	16
Economics Group.....	19
Geography Group.....	22
How to Analyze a Primary Source.....	25
Primary and Secondary Source Packet.....	26
Communicating Results and Taking Action.....	44
Abolitionism Rubric.....	45
Primary and Secondary Source Bibliography.....	46
Sources for Further Study.....	47

## **The French Revolution's Reign of Terror**

### *Why Did It Happen?*

Overview.....	51
Teaching Instructions.....	53
<b>Handouts</b>	
Introductory Essay.....	56
History Group.....	59
Civics Group.....	62
Economics Group.....	65
Geography Group.....	68
How to Analyze a Primary Source.....	71
Primary and Secondary Source Packet.....	72
Communicating Results and Taking Action.....	85
The French Revolution's Reign of Terror Rubric.....	86
Primary and Secondary Source Bibliography.....	87
Sources for Further Study.....	88

## **The Factory and the Worker**

### *How Did Labor Conflict Shape the Early Industrial Revolution?*

Overview.....	91
Teaching Instructions.....	93
<b>Handouts</b>	
Introductory Essay.....	96
History Group.....	99
Civics Group.....	102
Economics Group.....	105
Geography Group.....	108
How to Analyze a Primary Source.....	111
Primary and Secondary Source Packet.....	112
Communicating Results and Taking Action.....	126
The Factory and the Worker Rubric.....	127
Primary and Secondary Source Bibliography.....	128
Sources for Further Study.....	129

## **The Great Enrichment: 1800–the Present**

### *What Explains It?*

Overview.....	133
Teaching Instructions.....	135
<b>Handouts</b>	
Introductory Essay.....	138
History Group.....	141
Civics Group.....	144
Economics Group.....	147
Geography Group.....	150
How to Analyze a Primary Source.....	153
Primary and Secondary Source Packet.....	154
Communicating Results and Taking Action.....	168
The Great Enrichment Rubric.....	169
Primary and Secondary Source Bibliography.....	170
Sources for Further Study.....	171

## Overview

### Introduction

Great Britain banned the slave trade in 1807. The focus then shifted to abolishing slavery on the plantations in its Caribbean colonies. That was finally achieved in 1833. Meanwhile another abolitionist movement was heating up in the United States. It succeeded at the end of the Civil War in 1865. Many other nations also acted to end slavery in the 1800s. The struggle to abolish slavery is still not over. However, the battle to discredit the idea of slavery was largely won in the 1800s. This acceptance of abolition as an ideal was a dramatic change. Explaining why it happened is not easy. In this lesson, students will work with primary and secondary sources that form the core content for tasks that will help them do just that.

### Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about abolitionism. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

### C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.HIS.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.HIS.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.HIS.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.HIS.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.ECO.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.GEO.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.GEO.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).

- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

### Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Teaching Instructions

### Compelling Question

Why did a worldwide movement to end slavery arise in the 1700s?

### Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



#### Asking Questions about Abolitionism

*This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework*

### Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the sources for this lesson. Each group may share a source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



#### Applying Disciplinary Concepts and Evaluating Sources and Evidence

*This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework*

### Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven sources, they will select one that supports their claim.

7. Using the evidence gathered from sources, each group will then prepare a brief (five- to ten-minute) presentation about abolitionism from its disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, a PowerPoint, or a related type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

### Day Three

8. Each group will deliver its presentation. Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



#### Communicating Results and Taking Action

*This part of the lesson stresses Dimension 4 of the C3 Framework*

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Abolitionism Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

#### Communicating Results

- ◆ Adam Smith's free market philosophy (Primary Source 1.8) stressed each individual's right to pursue their own economic self-interest as they saw fit. Would William Wilberforce (Primary Source 1.5) have accepted Smith's views about this and about slavery? Ask students to imagine that they are Wilberforce and to write a letter to Smith. In the letter, they should comment on his views as expressed in Primary Source 1.8 and make a case for how Wilberforce did and did not see things as Smith did. Students will then write back as Smith and respond to what Wilberforce said in the first letter. Share some of these exchanges and discuss which ones seem most plausible.
- ◆ In 1807, Great Britain banned the slave trade. As the mightiest seafaring nation, it took on the task of stopping the trade everywhere it could. How good a job did the British do at that? Divide the class into three small groups. Ask them to study the map that is Secondary Source 1.3. Assign each group to one of the three regions of the African slave trade as shown on the map: the East African slave trade, the trans-Saharan slave trade, or the Atlantic slave trade. Ask each group to do further research on British efforts to stop the slave trade in each region. Based on its research, have each group prepare a brief presentation to the class on its findings. Specifically, ask each to explain what the slave trade in its region was like, what the British did (if anything) to stop the trade, and what key problems they faced in trying to stop the slave trade.
- ◆ Ask students to imagine a discussion among George Keith (Primary Source 1.4), William Wilberforce (Primary Source 1.5), and John Newton (Primary Source 1.6). They are all meeting to decide whether or not to use Primary Source 1.7 as the image on the official medallion of the British Anti-Slavery Society. Have students create an imagined discussion among these men. Have each express their views, including the best reason for approving the use of the image and the biggest reason for not approving it. Ask some students to act out some of the best of these discussions in their roles as Keith, Wilberforce, and Newton.



This late eighteenth-century image, designed as a jasperware pottery cameo and attributed to Josiah Wedgwood and William Hackwood or Henry Webber, became the official medallion of the British Anti-Slavery Society.

### Original Document



*Original document source:* Artist unknown, "Am I Not a Man and a Brother?" (1795). Public domain via Wikimedia Commons. Available online at [https://commons.wikimedia.org/wiki/File:Official\\_medallion\\_of\\_the\\_British\\_Anti-Slavery\\_Society\\_\(1795\).jpg](https://commons.wikimedia.org/wiki/File:Official_medallion_of_the_British_Anti-Slavery_Society_(1795).jpg).