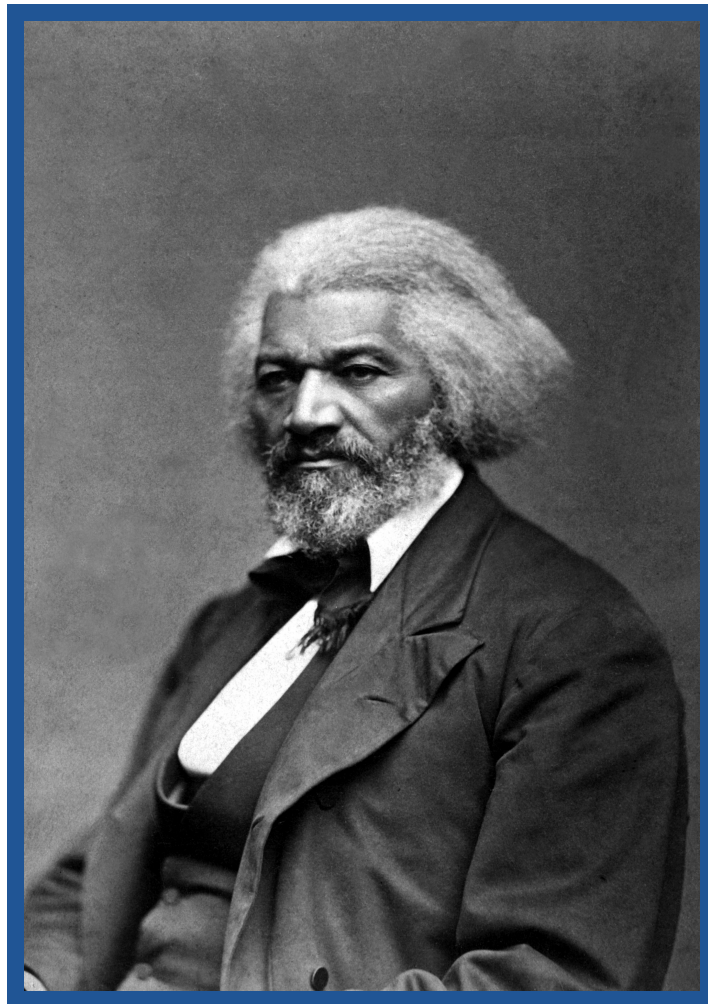


How did the American anti-slavery movement change from the 1750's to the 1850's and why?



Supporting Questions

1. How do the arguments and tactics of anti-slavery advocates change over time?
2. Why did the arguments and tactics of the anti-slavery movement change from the 1750's to 1850's?

3. How can the anti-slavery movement be divided into different time periods?

How did the American anti-slavery movement change from the 1750's to the 1850's and why?

Inquiry Standard	AP US History Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
Staging the Compelling Question	Students will describe the tactics they would use to right a wrong in today's world and explain why they chose those tactics.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How do the arguments and tactics of anti-slavery advocates change over time?	Why did the arguments and tactics of the anti-slavery movement change from the 1750's to 1850's?	How can the anti-slavery movement be divided into different time periods?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Identify the arguments and tactics used by anti-slavery advocates in the documents provided.	Students will create a timeline of important events relevant to the changing American anti-slavery movement from the 1750's to 1850's.	Students will create posters showing how the anti-slavery movement can be divided into 2-4 periods.
Featured Sources	Featured Sources	Featured Sources

Summative Performance Task	ARGUMENT How did the American anti-slavery movement change from the 1750's to the 1850's and why?
	EXTENSION
Taking Informed Action	UNDERSTAND Find a location nearby that portrays or should portray slavery or the civil war. This could be a history museum, historic site, or monument. If a local option is not available, students could use a site online suggested by the teacher. How does the site portray the American struggle over slavery?
	ASSESS Based on the students' research, how could the site's portrayal of the struggle over slavery be improved?
	ACTION Write an email to the site outlining your suggestions for improvements, making reference to relevant historical sources.

Inquiry Description

Students will use a mixture of primary and secondary sources to identify trends and historical factors in the changing anti-slavery movement of the 1750's to 1850's.

Structure

In the first activity, students identify tactics and arguments in primary source documents spanning the time period. Then, students create a timeline to identify relevant factors in the changing movement. Finally, students make posters showing possible periodization schemes for the changes in the movement before writing an AP-style argumentative essay.

Staging the Compelling Question

Compelling
Question

How did the American anti-slavery movement change from the 1750's to the 1850's and why?

Staging the compelling question

As a class, choose a problem in the contemporary world (global warming, police violence, poverty, violence against women). Have students in pairs brainstorm the tactics they could use to try to solve this problem. Discuss why certain tactics may be better suited to the current situation than others. Depending on the topic, the teacher may wish to provide a newspaper article as background.

Supporting Question 1

Supporting Question	How do the arguments and tactics of anti-slavery advocates change over time?
Formative Performance Task	Identify the arguments and tactics used by anti-slavery advocates in the documents provided.
Additional Materials	<ul style="list-style-type: none"> • Aiken.pdf (https://s3.amazonaws.com/idm-dev/u/a/2/8/f/1752/a28f00b56fd9faa0c15e04852bdee5abe5645c83.pdf) • Benezet.pdf (https://s3.amazonaws.com/idm-dev/u/3/a/9/2/1752/3a926e94a447d949a9015a439002bf9ff9f5266a.pdf) • Forten.pdf (https://s3.amazonaws.com/idm-dev/u/9/b/4/5/1752/9b45ed4ceadb223a28286c4961555d3a1107dc1e.pdf) • Garrison.pdf (https://s3.amazonaws.com/idm-dev/u/6/5/7/c/1752/657cb22bdc5bb652dfbeb89ef1ee546f677645f7.pdf) • Mott.pdf (https://s3.amazonaws.com/idm-dev/u/d/b/4/a/1752/db4a59a342664a961934f7fa4caa7455f2a2e663.pdf) • Tubman.pdf (https://s3.amazonaws.com/idm-dev/u/9/a/4/5/1752/9a4564735499c5db1f47b19089ddefab9c967ade.pdf) • Walker.pdf (https://s3.amazonaws.com/idm-dev/u/6/e/a/d/1752/6ead3aef5d17bad6e3501b494b00c2d839d37c16.pdf) • Wheatley.pdf (https://s3.amazonaws.com/idm-dev/u/1/e/4/7/1752/1e4704c9282ef9818fc52592605f45df117835a4.pdf)

Students identify trends in anti-slavery thought from the 1750's to 1850's using representative documents.

Formative Performance Task

Divide the class into groups of 3-4 students. Each group will be responsible for identifying the arguments and tactics in 2-3 documents. Depending on the level of the class, the teacher may want to choose one document to use as a model with the whole class. It may also be useful to create a grid for students to use showing sourcing (title, author, place, time), main arguments, and tactics. All sources are from *American Antislavery Writings: Colonial Beginnings to Emancipation*, edited by James G Basker.

Supporting Question 2

Supporting Question	Why did the arguments and tactics of the anti-slavery movement change from the 1750's to 1850's?
Formative Performance Task	Students will create a timeline of important events relevant to the changing American anti-slavery movement from the 1750's to 1850's.
Additional Materials	<ul style="list-style-type: none"> • Proslavery Thought Intro.pdf (https://s3.amazonaws.com/idm-dev/u/c/9/3/c/1752/c93c782dbf26e47e28a7ae18b461100da3f5e92f.pdf)

Students will identify relevant historical factors in the changing anti-slavery movement.

Formative Performance Task

Basing their research on the documents from Supporting Question 1, students will create a timeline of relevant influences on the changing anti-slavery movement of the 1750's to 1850's. Students should make use of their textbooks and should be given access to relevant documents such as the Declaration of Independence, the Constitution, the Missouri Compromise, Compromise of 1850 and excerpts from the Dred Scott decision. The Introduction to Defending Slavery: Proslavery Thought in the Old South, edited by Paul Finkelman could also be useful.

Supporting Question 3

Supporting Question	How can the anti-slavery movement be divided into different time periods?
Formative Performance Task	Students will create posters showing how the anti-slavery movement can be divided into 2-4 periods.

Students will divide the anti-slavery movement of the 1750's to 1850's into 2 to 4 periods.

Formative Performance Task

Based on their research in Supporting Questions 1 and 2, students will, in groups of 3 or 4, create posters showing how the anti-slavery movement can be divided into 2 to 4 periods. Students should identify the factors associated with the change from one period to another and provide examples of anti-slavery thought relevant to the periods. The students should do a gallery walk, identifying the most persuasive periodization for them. A class discussion can identify strengths and weaknesses of the various periodization methods.

Summative Performance Task

Compelling Question	How did the American anti-slavery movement change from the 1750's to the 1850's and why?
Argument	How did the American anti-slavery movement change from the 1750's to the 1850's and why?
Extension	

Argument

Using the rubric for the AP US History DBQ, students will construct an argumentative essay on the topic.

Extension

Taking Informed Action

Understand	Find a location nearby that portrays or should portray slavery or the civil war. This could be a history museum, historic site, or monument. If a local option is not available, students could use a site online suggested by the teacher. How does the site portray the American struggle over slavery?
Assess	Based on the students' research, how could the site's portrayal of the struggle over slavery be improved?
Action	Write an email to the site outlining your suggestions for improvements, making reference to relevant historical sources.

