Analyzing Records from the Anti-slavery Movement in Boston

Introduction: Students will enhance their knowledge of the Anti-slavery movement through first-hand interpretation of primary source documents.

TEKS: (11th Grade)
9 Geography. The student understands the impact of geographic factors on major events.
9A Analyze the effects of physical and human geographic factors on major events
21 Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:
21A Explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society
24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
24A Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States
24B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
24C Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context
24D Use the process of historical inquiry to research, interpret, and use multiple sources of evidence
24E Evaluate the validity of a source based on language, corroboration with other sources, and information about the author
24F Identify bias in written, oral, and visual material
25 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
25A Use social studies terminology correctly
25B Use standard grammar, spelling, sentence structure, and punctuation
25C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
25D Create written, oral, and visual presentations of social studies information.

TEKS: (8th Grade) – 8.14B, 8.24A-D, 8.28B, 8.29C

NCSS:
NSS-US.5-12.4 Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
ERA 4 Understands the extension, restriction, and reorganization of political democracy after 1800
Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

APUSH:
CR2 The course includes the study of social and cultural developments in U.S. history.
CR5 The course uses themes and/or topics as broad parameters for structuring the course.
CR7 The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.
CR8 The course provides students with extensive practice in writing analytical and interpretive essays such as DBQs and thematic essays.
Assessment: The student will write an essay to the AP style document-based question provided in this lesson.

Key terms:
- 2nd Great Awakening
- Antebellum reform
- abolitionists
- William Lloyd Garrison
- Frederick Douglass
- Boston Riot of 1835
- westward expansion
- popular sovereignty
- cotton whigs
- conscience whigs
- Amos Lawrence
- textile mills
- Daniel Webster
- Charles Sumner
- Henry David Thoreau
- Fugitive Slave Act
- Underground Railroad
- slave catchers
- Boston Vigilance Committee
- William Cooper Nell
- Anthony Burns

Materials/Resources:
- textbooks
- notebook paper
- Internet
digital audio recorder
- USB drive
  (or) CD-R
- pens
- computer

References:
African Meeting House and Museum http://www.afroammuseum.org/
Boston National Historical Park http://www.nps.gov/bost/siteindex.htm
Boston African American National Historic Site’s Historical Research Study: http://www.nps.gov/boaf/historyculture/upload/HRSfinaldraft.doc
Nantucket Historical Association collections: http://www.nha.org/library/librarydatabases.html
Quaker Meeting House (Nantucket) http://www.nha.org/sites/quakermeetinghouse.html
Adams National Historical Park http://www.nps.gov/adam/siteindex.htm
Walden Pond State Reservation http://www.mass.gov/dcr/parks/walden/
Minute Man National Park http://www.nps.gov/mima/siteindex.htm
Plimoth Plantation http://www.plimoth.org/
Pilgrim Hall Museum http://www.pilgrimhall.org/
Lowell National Historical Park http://www.nps.gov/lowe/siteindex.htm

Videos:
Discovery Education
Changing Black Communities: North and South (01:56)
Resistance, Rebellion, and Violence (04:02)

Discovery Education
The Anti-slavery Movement (02:26)
Debate within the Anti-slavery Movement (04:15)

Discovery Education
Compromise of 1850 and the Fugitive Slave Act (03:35)

DVD: Slave Catchers, Slave Resisters

Instructional Procedures:
NOTE: It is assumed that students, before beginning this lesson, will already have read the chapters in their textbook that deal with Antebellum reform and the sectional crisis exacerbated by westward expansion.

ENGAGE (Day 1)

- **Review:** Write the words “Primary Sources” in big letters on the board.
- Tell students to brainstorm as many types of primary sources as they can think of and write them down onto a page in their notes.
- While the students are getting warmed up, locate the videos from the Discovery Education website links above to play on a laptop with projector (if available).
- Call on students to provide items from their list and write each onto the board.
- If public or private records does not come up, add it to the list, and let the students know that later in this lesson, they will working with a rare document (a ledger book) which has only recently been made available on the Internet.
- Once a thorough list has been written onto the board, tell the students to examine the list and to write down a definition for “primary sources” onto the notebook page.
- Discuss some of the students’ definitions and help them arrive at a consensus of what primary documents are.
- Play the desired video clips then ask the students the following discussion questions:
  1) Who were some of the abolitionist leaders? Why were some of these leaders the targets of threats and violence in northern communities?
  2) What effect did westward expansion and the Compromise of 1850 have on the opinions of northerners regarding slavery?
  3) Why was the new Fugitive Slave Act, included in the Compromise of 1850, offensive to many northerners? What effect did this have on attitudes toward slavery?
  4) As the anti-slavery movement grew, what were some the ways in which both blacks and whites resisted against the institution of slavery?

EXPLORE (Day 2)

- **Interpreting primary sources:** Today the students will be examining an online ledger book kept by the Treasurer of the Boston Vigilance Committee in the early 1850s.
- Distribute a copy of the primary source activity handout.
- The student should already be familiar with SOAPStone or APPARTS before beginning this assignment. Note: the College Board AP Central website has some terrific resources that can be used to teach these techniques.
- Explain to students that historical societies in each state have vast collections of primary source documents which are invaluable to historians. Many of these state historical societies now have parts of their collections online.
- Bring up and display at the front of the room the Massachusetts Historical Society website. Examine the exhibit on the legal history of slavery in Massachusetts. Talk with students about who were Quock Walker, William Cooper Nell, Robert Morris, Anthony Burns, etc. (Students will need to know who these figures are in order to better understand ledger book document – see primary source activity).
- On the computer, have the students carefully type the following url into their web browser: http://www.primaryresearch.org/bh/show.php?dir=vcaccountbooks&file=1
• Or, by typing into Google: Boston Vigilance Committee account book
• If computer access is limited, the teacher can print out the transcribed records tables in advance:
  1) Fugitive Slave Aid
  2) Member Expenses
• This would allow all of the students a chance to examine the scanned ledger pages, then return to their seats to work with the information on the printed copies.
• Also, let the students know that this important historical resource was scanned, transcribed, and posted to the Internet by fellow high school students directly from the Massachusetts Historical Society collections. By doing research and interpreting primary sources, the students get to be “historians”.
• Have students complete the primary source activity handout as they examine the ledger book.
• Homework: Finish working on primary source activity handout.

EXPLAIN (Day 3)

• Collect papers, then review the answers to the primary resource activity handout. Returned graded papers, and have students make corrections as necessary.
• Homework: Tell the students to study this handout and their notes from the chapter, in preparation for an essay that they will write in class tomorrow.
• Spend the rest of the class period introducing students to the process of writing an essay response to an AP Document-Based Question. Be sure to discuss:
  ✓ Analytical writing approach (outlining, thesis statement, supporting facts, etc.)
  ✓ Strategies for interpreting primary sources (SOAPStone, APPARTS, OPTICS, etc.)
  ✓ Incorporate outside knowledge into essay. This prior knowledge, not the documents themselves, should drive your argument.
  ✓ Make specific and detailed analytical references to the provided documents.
  ✓ AP grading standards (show/distribute rubric provided)
• Important: If this is the students’ first time writing an AP style essay, re-assure students that everything will be fine if they study, and if they put forth a good effort.

ELABORATE (Day 4)

• Important: Limit the following essay-exam preparations to the first few minutes of class, so that there will be at least a full 45 minutes remaining in the class period. Also, be sure to call time 3 minutes before the end of the period to allow for the orderly collection of papers.
• Distribute the DBQ handout to students.
• Read the directions on the handout to the students, and remind them of any classroom procedures and rules applicable to exam situations.
• After telling the students to begin, write the time remaining for the session on the board at five minute intervals, so that students can become accustomed to AP exam conditions.
• **Note:** It is recommended to grade the essays and return the students’ papers within approximately 3 days. At this time, it would also be helpful to provide students with an information sheet containing facts and concepts that pertain to the question.

**EVALUATE** (Day 5) – Beginning of oral history project

**Recommendation:** Schedule this project as homework over a two-week period (see sample project timeline).

**General Instructions:**

- Study any social or political movement (or other organizing activity) that has occurred in the history of your community (e.g. the civil rights movement, the Chicano movement, the free speech movement, anti-war protests, boycotts, etc).
- Interview as wide a variety of people as possible including former participants, elected officials, law enforcement officers, journalists, etc.
- Develop a set of interview questions designed to get the information you need.
- Consider the following research questions.
  1) What problem or incident caused people in your community to react in protest?
  2) How long had this problem or incident existed?
  3) What means, if any, had people tried to resolve the issue?
  4) Who organized and led the people who participated in this movement or protest?
  5) What kinds of personal sacrifices were people willing to make to evoke change?
  6) What changes, if any, took place?
  7) What impact have these past events had on the lives of people today?
- After conducting the interview, each student will summarize and analyze the information obtained and present their findings in visual or written form.

**Note:** While it is helpful to have access to digital audio recorders (e.g. lecture recorders), it is actually not necessary. Many students have portable audio devices, such as “I-pods” or other mp3 players. Most of these devices are capable of recording audio in mp3 format. Although the microphone volume and audio quality is usually quite good, it may be necessary to test (i.e. playback) the devices first so as to obtain an optimal recorder placement/position.

**Sample Forms:**
- Oral History Interview Agreement
- Photo Release