



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 1: Lesson 4

Building Context for the *Narrative*: The Abolition Movement



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6)

Supporting Learning Targets

- I can draw conclusions about the abolition movement in America and cite specific textual evidence to support them.

Ongoing Assessment

- “Abolition” from *Freedom: A History of US*, Webisode 5: Text-Dependent Questions, Part 1 (from homework)
- “Abolition” from *Freedom: A History of US*, Webisode 5: Text-Dependent Questions, Part 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task (10 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Images: The Abolition Movement (5 minutes)B. Close Reading: “Abolition” Text (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Adding to the Historical Context Anchor Chart (5 minutes)4. Homework<ol style="list-style-type: none">A. Add three more ideas to the “Debate over Slavery” section of the Historical Context anchor chart, student version	<ul style="list-style-type: none">• Students continue to analyze informational texts and cite evidence to support their analysis. This lesson is the final practice with this skill before the Mid-Unit 1 Assessment. Students add what they learned about slavery to the Historical Context anchor chart. After briefly working with images related to the abolition movement, students work with the Abolition text to practice short constructed responses.• If you have access to the PBS video <i>Freedom: A History of US</i> (and specifically to Episode 5: “A Fatal Contradiction”) consider showing a clip of this video instead of doing the work with images in Work Time A. The clip from the video that is relevant to this lesson is “Abolition,” (8:55 to 12:28). If you choose to use the video instead of the work with images, show the clip and then ask students to turn and talk about the question: How did this video add to your understanding of the abolition movement?• In Work Time A, students work with three images about slavery from the website <i>Freedom: A History of US</i>. The images can be found at http://www.pbs.org/wnet/historyofus/tools/browser5.html. You will look at: Anti Slavery Almanac, The Philadelphia Anti-Slavery Society, and Frederick Douglass. In advance, find these images and determine how to share them with the class.• In advance: Gather the three images related to the abolition movement for Work Time A.• Review the “Abolition” Close Reading Guide and decide how you will post the exemplar answers for questions 1 and 3 (the first one you will construct with students, so you need a way to write so they can see your answer; the third one can be prepared in advance and posted.)• Post: Historical Context anchor chart, learning targets.



Lesson Vocabulary	Materials
institution, abolition, abolitionist	<ul style="list-style-type: none">• Historical Context anchor chart, student version (one per student)• “Slave Trade” text (from Lesson 3)• “Slave Trade” Text Dependent Questions (from Lesson 3)• Analyzing Images: Slavery in America (from Lesson 3)• Historical Context anchor chart (begun in Lesson 2; see “for teacher reference” version in supporting materials)• “Abolition” text from <i>Freedom: A History of US</i>, Webisode 5 (From Lesson 4)• “Abolition” Text Dependent Questions (answers, for teacher reference) (from Lesson 3)• Abolition Text Dependent Questions, Part 2 (one per student)• “Abolition” Text: Close Reading Guide (for teacher reference)• Equity sticks• Three images related to the abolition movement (one to display; teacher created, see Teaching Notes)• Document camera



Opening	Meeting Students' Needs
<p>A. Entry Task (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Historical Context anchor chart, student version and ask students to take out the “Slave Trade” text, “Slave Trade” Text Dependent Questions, and Analyzing Images: Slavery in America (all from Lesson 3). • Ask students to look over their notes and write down two ideas for information they might add to the Slavery section of the anchor chart. Remind them that answers to the three focusing questions on the Analyzing Images worksheet should be included. • Use equity sticks to call on students to share what they would add, and scribe answers on the class version of the Historical Context anchor chart. Prompt students to add the ideas to their own anchor charts. • The Historical Context anchor chart (for teacher reference) may be helpful to you in guiding this conversation. • Finally, point out to students that the vocabulary words from Lesson 2 are at the bottom of their version of the anchor chart. They should use these words in their writing and speaking. • Finally, direct students' attention to the learning target for the day. Ask them: How is this similar to the learning target from yesterday? Listen for students to notice that they will continue to draw conclusions and support them with evidence. Ask them: How is this different from yesterday? Listen for them to notice that today the topic is abolition, not slavery. • Remind students that they are building background knowledge in order to read <i>Narrative of the Life of Frederick Douglass</i>. Ask them, “What section of the anchor chart do you think this might fit into? How will this help you understand the <i>Narrative</i>?” Listen for students to notice that this will fit into the Debate over Slavery section, that Douglass was an abolitionist, that this is part of the historical context of the <i>Narrative</i>. 	<ul style="list-style-type: none"> • Anchor charts serve as note-catchers when the class is co-constructing ideas. They are a visual way of connecting ideas across multiple lessons. In this case, the anchor chart is building students' background knowledge in order to prepare to read <i>Narrative of the Life of Frederick Douglass</i> later in this unit. • Posting learning targets for students allows them to reference them throughout the lesson to check their understanding. The targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity. They connect a series of lessons, but also highlight differences in content or skill across an arc.



Work Time	Meeting Students' Needs
<p>A. Analyzing Images: The Abolition Movement (5 minutes)</p> <ul style="list-style-type: none"> • Display three images related to the abolition movement. For each image, ask students: What do you see? How does this image connect to the abolition movement? • Keep the discussion brief; this is primarily a way to help students synthesize and engage with the Abolition reading they did for homework. 	<ul style="list-style-type: none"> • Many students will benefit from seeing questions posted via a document camera.
<p>B. Close Reading: “Abolition” Text (25 minutes)</p> <ul style="list-style-type: none"> • Next, ask students to take out their homework: the “Abolition” text and “Abolition” Text-Dependent Questions, Part 1. Invite them to turn and talk with a partner about their responses to the questions. • After students have worked for several minutes, use equity sticks to call on several students to share their answers to questions 1, 4 and 8, as well as any other question with which you observed many students struggling. Clarify as necessary. Make sure to review the meanings of the word <i>abolition</i> and <i>institution</i>. You may find “Abolition” Text Dependent Questions (Answers, for teacher reference) useful. • Finally, ask students to turn and talk to a partner about how rereading specific portions of the text as they answered questions helped them to write accurate and precise answers to those questions. Ask several pairs to share out, and reinforce the idea that rereading specific sections of a text is something that strong readers do as they make meaning of a text. Let students know that in the next lesson they will complete an assessment of how they can make meaning of a text and support their conclusions with specific textual evidence. They will have further practice with this today. • Ask: <ul style="list-style-type: none"> * “Which section of the anchor chart would the information from the “Abolition” reading fit into?” • Use the equity sticks to call on one or two students. Listen for: “Debate over Slavery.” Tell students that they will add information to this part of the chart later in class. • Display and distribute Abolition Text Dependent Questions, Part 2. Use the Abolition Close Reading Guide (for teacher reference) to guide students through these questions, which provide focused practice on using evidence to support the conclusions drawn from a text. 	<ul style="list-style-type: none"> • Multiple opportunities to practice a skill before being assessed allows struggling students to have time to grapple with what is being asked of them. • Students who struggled on the homework would benefit from working in a small group with a teacher as they continue to practice the skill of drawing conclusions and supporting them with evidence from the text in this lesson.



Closing and Assessment	Meeting Students' Needs
<p>A. Adding to the Historical Context Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that for homework, they will add what they have learned to the Debate over Slavery section of the Historical Context anchor chart, student version. Remind students that this could include vocabulary and that they should refer to the “Abolition” text, “Abolition” Text-Dependent Questions and “Abolition” images or video segments for ideas. • Ask students to turn and talk to a partner about one idea they might add to the anchor chart. Use equity sticks to call on several students to share out, noticing and naming students’ ability to select a central idea and express it clearly and in their own words. Prompt every student to write one strong example on their anchor chart so that they have it to refer to as they do their homework. • Explain to the students that for homework, they should add at least three more ideas to the Debate over Slavery section of the anchor chart. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Add three more ideas to the Debate over Slavery section of the Historical Context Anchor Chart, student version. 	



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Supporting Materials



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Historical Context Anchor Chart, Student Version

Name: _____

Date: _____

Slavery	Debate over Slavery
Life of Frederick Douglass	
Vocabulary	
Triangular slave trade Abolitionist System Enforced labor	Plantation Crops Racial Inequality



Historical Context Anchor Chart
(For Teacher Reference)

Note: Different parts of this anchor chart are completed in different lessons.

Slavery	Debate over Slavery
<ul style="list-style-type: none">* Triangular slave trade brought African slaves to America: tobacco was shipped from America to England, where it was traded for guns and rum, which were brought to Africa in exchange for humans; the humans were brought across the Atlantic to America* Conditions were terrible on slave ships—crowded, violent* Slaves worked the plantation fields in the South, where crops such as cotton, tobacco and rice were grown and sold for money* Slaves were treated with great violence* Laws defined slaves as property and it was illegal to teach slaves to read or write	<ul style="list-style-type: none">* The slave trade was ended in the early 1800s, but slavery continued* The issue of slavery divided Northern and Southern states, and whenever new states wanted to join the Union, there was a conflict because each side wanted to keep its power in Congress* People who defended slavery argued that the economy of the South relied on slavery and that blacks were inferior to whites* Some abolitionists wanted to free the slaves right away; some thought it should be more gradual and involve compensating slave owners* Abolitionists were white and black.



Historical Context Anchor Chart
(For Teacher Reference)

Life of Frederick Douglass

- * Douglass was born a slave.
- * He learned to read and write.
- * He escaped from slavery when he was about 20.
- * He became involved in the abolition movement.
- * He lived in New York and then Washington, D.C.
- * He wanted equal rights for both African Americans and women.
- * During the Civil War, he advocated ending slavery and for African Americans to have the right to fight in the Union Army.
- * He had lots of important government jobs after the Civil War.

Vocabulary

Triangular slave trade

Abolitionist

System

Enforced labor

Plantation

Crops

Racial Inequality



“Abolition” Text
Text Dependent Questions, Part 2

Name: _____

Date: _____

Answer the following questions. Each answer should be at least 2- 3 sentences and should include evidence from the text.

Questions	Answers
1. What is the difference between ending the slave trade and ending slavery?	
2. Those who defended slavery used various arguments. In the text, Hammond is quoted twice. What two reasons does he give in arguing that slavery should continue?	
3. What argument is Garrison making in the last paragraph? How does this quote connect to the wide agreement among abolitionists that slavery should end immediately and without compensation for slave owners?	



“Abolition” Text: Close Reading Guide
(For Teacher Reference)

Questions	Teacher Notes
1. What is the difference between ending the slave trade and ending slavery?	<p>Ask students to reread the first two paragraphs and underline words or phrases that would help them answer this question. Then ask them to discuss the question with their partners. Use equity sticks to call on several pairs to share out. Use their responses to craft a collective written response to the question, which might be something like: <i>The slave trade was when Africans were brought from Africa to the United States to be slaves. Slavery is the practice of holding people as property. The slave trade ended before slavery: Jefferson used the part of the Constitution that said the slave trade could be outlawed in 1808 to convince Congress to end the slave trade. However, slavery continued because of “natural increase”: people were still slaves, and so their children were also slaves.</i></p> <p>Help students notice how they used specific textual evidence to support this answer. Students do not need to copy this down, but leave it posted as exemplar work for the remainder of the lesson.</p>
2. Those who defended slavery used various arguments. In the text, Hammond is quoted twice. What two reasons does he give in arguing that slavery should continue?	<p>Direct students to work with their partners to answer this question, referring to the exemplar answer to #1 to guide their work. Depending on the level of support your students need, you may wish to help them notice that they will need to reread paragraphs 2 and 4.</p> <p>Call on several pairs to share out, focusing on selecting student work that is strong. Notice and name the conclusions students draw and the way they use evidence to support those conclusions.</p>



“Abolition” Text: Close Reading Guide
(For Teacher Reference)

Questions	Teacher Notes
<p>3. What argument is Garrison making in the last paragraph? How does this quote connect to the wide agreement among abolitionists that slavery should end immediately and without compensation for slave owners?</p>	<p>Ask students to do the last question alone. When they are done, post an exemplar answer. Ask students to reflect on how well their answer captured the text and used evidence.</p> <p>Exemplar answer: <i>Garrison is arguing against moderation (which means not being extreme) in the fight to end slavery. He says that it would be more appropriate for a person whose house is on fire to raise a moderate alarm than for him to raise a moderate alarm about the problems with slavery. This relates to many abolitionists' position that slavery should be ended immediately and without paying slave owners for the loss of their "property." A more moderate position would be to end slavery gradually; Garrison is speaking out against this idea.</i></p>