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Living and Writing Deliberately:
The Concord Landscapes and Legacy of Henry Thoreau
August 7, 2017

Choosing Life with Principle

Objectives:

1. Students will be able to explain the meaning of abolitionist.
2. Students will be able to identify important facts about the antislavery movement in Massachusetts.
3. Students will be able to summarize important facts about the antislavery movement in Massachusetts.

Essential Questions:

1. How do you live deliberately?
2. How have you turned thought into action?

MA History Standards for students in 8th grade:

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

Sources:

1. <http://www.calliope.org/thoreau/thurro/thurro1.html>

Materials:

1. Computers to access Calliope Fact Sheet, or printed hard copies.
2. Graphic Organizers

Prior Knowledge:

Students should have some prior knowledge on slavery in the United States, the abolition movement and causes leading to the Civil War.

Procedures/Steps:

1. Warm-up by reviewing the word abolitionist with the students. Have them complete the Vocabulary Frayer Model Square.
2. Build background information with students by reading and discussing the Calliope Fact Sheet on Thoreau - introduction and parts I-IV (#3 in sources). Divide the class into 5 groups. Assign each group a section of the article to read. Students should become "experts" on their section. Instruct students to read their section and take bulleted notes of important ideas. Complete a jigsaw activity by creating new groups. Each new group should have one student from each expert section. Students should then "teach" their section to the new group. Students should record new information on a graphic organizer.
3. Share out information as a whole class. Teachers may choose to record information on a class chart.
4. Have students identify important ideas and details discussed in the "teaching" groups. Students should circle facts that they would like to include in their writing. Instruct students to synthesize information to write a summary.

Modifications:

When reading the Calliope Fact sheet "expert" groups can be grouped on ability with the teacher guiding the group of students on IEPs or ELL students.

When writing the summary, the teacher should guide students on IEPs or ELL students through the process of turning information on the graphic organizer into a summary.

Assessment of Learning:

Students will be assessed on their participation based on teacher observation.
Students will be assessed on their summaries using a summary rubric.

Definition

Sentence

Abolitionist

Examples

Non Examples

Introduction	Part I	Part II	Part III	Part IV

Choosing Life with Principle

Objectives:

1. Students will be able to discuss the different points of view about slavery and abolition.

Essential Questions:

1. How do you live deliberately?
2. How have you turned thought into action?

MA History Standards for students in 8th grade:

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism. (H)

Materials:

1. Broadside of the MA Antislavery Society and graphic organizer for analysis.
2. Various prepared biographies and articles on Henry David Thoreau, Fredrick Douglass, Slave, Slave Holder, Slave Catcher.
3. Café like atmosphere in the classroom (table cloths, snacks and drinks)- Optional.

Sources:

1. <https://www.facinghistory.org/resource-library/teaching-strategies/cafe-conversations>

Procedures/Steps:

1. Students are going to prepare for a Café Conversation on Abolition. Students will assume the role of one of the following people: Thoreau, Fredrick Douglass, a Slave Slave Owner, Slave Catcher. They will work in small groups to read various biographies, books and articles provided by the teacher to prepare for a café conversation where they will have a discussion as that character in first person. Students should prepare statements about their characters' beliefs and have questions to ask the others.
2. Students will be assigned into new groups to represent their character for a discussion on abolition. Instruct students to introduce themselves to each other as their characters to begin the café conversation.
3. At the end of the conversation debrief with the whole class.
 - a. What did you learn about abolition during this activity?
 - b. Did your views of abolition change?
 - c. Was there anything said that you agreed/disagreed with in your conversation?

- d. What was easy about this activity? Difficult?
- e. Did you enjoy this activity? Why or why not?

For more information on café conversations please visit the website:

<https://www.facinghistory.org/resource-library/teaching-strategies/cafe-conversations>

Modifications:

Biographies, books and articles can be provided at a variety of levels for students on IEPs and ELL students.

Assessment of Learning:

Students will be assessed on their participation by teacher observation.

Teacher may use a discussion rubric or checklist to keep track of the café conversation.