**Abolitionism vs. Slavery**

*Lesson Questions:*

1. How does *Uncle Tom’s Cabin* promote the abolitionist movement?
2. How did Abolitionists and proponents for slavery make arguments for or against slavery?

*Lesson Objectives:*

Students will be able to:

* Evaluate how people viewed *Uncle Tom’s Cabin* and its’ message
* Defend arguments for or against slavery
* Construct an argument for or against slavery during a debate

*NCSS Standards:*

Standard I: Culture: guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues

Standard V: Individuals, Groups, and Institutions: enable learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

Standard X: Civic Ideals and Practices: provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic

*Common Core Standards Grades 11-12:*

Reading: Key Ideas and Details: #2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas

Writing: Text Types and Purposes: #1A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

*Activities*:

1. Warm-Up (3 minutes)
	1. Free-Write—brainstorm the different justifications slave owners had for keeping slavery in the United States
2. Review Warm-Up (5 minutes)
	1. Students first turn to a partner and share what they wrote down and add to their individual list in a different color the other ideas their partner came up with
	2. Partners will share out their ideas and the teacher will write them on the board and discuss student responses
3. The Abolitionist Movement: http://www.history.com/topics/black-history/abolitionist-movement (5 minutes)
	1. Students will view the video clip and take down notes about the abolitionist movement
4. Reading Excerpts from Uncle Tom’s Cabin (12 minutes)
	1. Students receive an excerpt of Uncle Tom’s Cabin (4 different excerpts)
	2. Share with the class what they read as they summarize and pull out key portions
5. Read Slave Owners’ Opinion of Uncle Tom’s Cabin (10 minutes)
	1. Provide students with the archive from Sidney Fisher and his opinion of Uncle Tom’s Cabin
	2. Have students take turns reading out the opinion
	3. Class discussion on Fisher’s opinions—what ideas surprised you the most? Do you think his opinion is representative of other plantation owners? How so?
6. Abolitionism vs. Slavery Debate Research (30 minutes)
	1. Students will be assigned a side—for and against the abolition of slavery
	2. Remind students that they need to transport back into the time period and debate with that mindset
	3. As a team, students will conduct their own research for or against slavery
	4. As a team, they will be responsible to produce an outline with the proper debate format—they will be given a fill-in-the-blank debate handout to prepare the students—this will be collected
	5. Students use computers or provided resources (if technology is not available) and are asked to include information from the entire unit into their debate and determine if it will help or hurt their side
	6. Opinion For Slavery Resources
		1. Images
		2. http://www.ushistory.org/us/27f.asp
		3. http://www.fee.org/the\_freeman/detail/ten-reasons-not-to-abolish-slavery
		4. http://abolition.e2bn.org/slavery\_112.html
		5. http://americainclass.org/a-pro-slavery-argument/
		6. http://chnm.gmu.edu/exploring/19thcentury/debateoverslavery/assignment.php
	7. Opinion Against Slavery Resources
		1. http://chnm.gmu.edu/exploring/19thcentury/debateoverslavery/assignment.php
		2. http://abolition.e2bn.org/slavery\_112.html
		3. http://memory.loc.gov/ammem/aaohtml/exhibit/aopart3.html
		4. http://people.opposingviews.com/abolitionists-moral-argument-regarding-slavery-2777.html
7. Abolitionism vs. Slavery Debate (20 minutes)
	1. Students will participate in a debate defending their side of the slavery question
	2. Representatives from each group will present their arguments based on the outlines they created
8. Conclusion (5 minutes)
	1. Exit Ticket—individual—use for assessment—“Summarize the arguments used for and against the institution of slavery, providing two arguments for each side to defend your argument and mentioning *Uncle Tom’s Cabin*.”