



Ethnic Studies Lesson 4D: African Americans and White Abolitionism

TOPIC:

AFRICAN AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Themes:

2. History and Movement
4. Social Movements and Equity

Values and Principles:

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):**Reading—Informational Text (RI.11-12)**

Analyze seminal U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Evaluate the impact of the abolitionist movement on the struggle for civil rights and liberties in the United States. (8.9)

Analyze the impact of individuals, groups, and events of the abolitionist movement, such as William Lloyd Garrison, Frederick Douglass, Harriet Tubman, the Underground Railroad, and the publication of *Uncle Tom's Cabin*. (8.9)

Lesson Purpose

Students will investigate the people, places, and events of the white abolitionist movement.

Essential Questions

What were the people, places, and events of the white abolitionist movement?

How has life changed for African Americans over the last 250 years?

Materials

[1821 Benjamin Lundy founds the *Genius of Universal Emancipation* in Ohio](#)

[The University of Tennessee Libraries](#)

[Blackpast.org, The Founding of the Pennsylvania Abolition Society \(1775\)](#)

[National Archives, The Slave Trade](#)

[The 1833 Abolition of Slavery Act and compensation claims](#)

[Harriet Beecher Stowe Center, A Moral Battle Cry for Freedom](#)

[PBS, Abolitionists](#)

[Unit 4 KWL Chart](#)

Vocabulary

abolitionist

abolitionism

Lesson Steps

Step 1:

- As a whole class, discuss the definition of abolitionist and abolitionism. Let students know that an abolitionist is a person and could have complicated views about racism and freedom. The abolitionist movement, though, was a movement to give slaves their complete freedom. Create a timeline under the Native American and Latino/Hispanic timelines. Let students know they will be working in four groups to create a five-slide slideshow as well as an event card for the timeline. Students should focus on the who, what, when, where, and why of their event. As a class, create the first event card from the following event:
 - [1821 Benjamin Lundy founds the *Genius of Universal Emancipation* in Ohio](#) and [The University of Tennessee Libraries](#)

Step 2:

- Separate students into four groups and have students create the five-slide slideshow and event card.
 - [Blackpast.org, The Founding of the Pennsylvania Abolition Society \(1775\)](#)
 - US abolishes international slave trade 1808: [National Archives, The Slave Trade](#)
 - 1833 England outlawed slavery, National Archives, [The 1833 Abolition of Slavery Act and compensation claims](#)
 - *Uncle Tom's Cabin* as a response to the Fugitive Slave Act and Three-Fifths Compromise, [Harriet Beecher Stowe Center, A Moral Battle Cry for Freedom](#)
- When students have completed their slideshow and event card, have them present to the class and post the card on the timeline. Ask students if they have follow-up questions to add to this unit's KWL chart.

Step 3:

- Have students watch a video about William Lloyd Garrison, the Liberator, and the 1833 American Anti-Slavery Society: [PBS, Abolitionists](#) (video 5 minutes, 58 seconds). Before watching the video ask to find examples of how William Lloyd Garrison is a reflector of many white abolitionists of the time, and how he is different. When the video is complete, hold a whole class discussion and have students help create an event card for the 1833 American Anti-Slavery Society.

Step 4:

- Ask students to help answer this unit's question, "What were the people, places, and events of the white abolitionist movement?" Also, ask students the unit question, "How has life changed for African Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time permits, and for homework, have students read [Texas State Historical Association, Lundy, Benjamin \(1789-1839\)](#). In a short paragraph or essay and using the timelines from previous units, have students answer the question, "Why did Benjamin Lundy travel from Ohio to Texas, the Caribbean, and Canada? How did the 1830s represent an intersection of events for Native Americans, Latinos/Hispanics, and African Americans?"

Additional Readings and Resources

Anderson, William L., and David Kiriazis. "Rents and Race: Legacies of Progressive Politics." *The Independent Review* 18, no. 1 (2013): 115-133.

Donald, David H. *Charles Sumner and the Coming of the Civil War*. Alfred A. Knopf, 1960.

Donald, David H. *Charles Sumner and the Rights of Man*. Alfred A. Knopf, 1970.

Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. New York: Oxford University Press, 1995 [1970].

Foner, Eric. "[Radical Individualism in America: Revolution to Civil War](#)." *Literature of Liberty* 1, no. 3 (July-September 1978): 1-31.

Fredrickson, George M. *Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. Harper, 1971.

Fredrickson, George M. *The Inner Civil War: Northern Intellectuals and the Crisis of the Union*. New York: Harper, 1965.

- Fredrickson, George M. *White Supremacy: A Comparative Study of American and South African History*. Oxford University Press, 1982.
- Kraditor, Aileen S. *Means and Ends in American Abolitionism: Garrison and His Critics on Strategy and Tactics, 1834-1850*.
- Lerner, Gerda. *The Grimke Sisters from South Carolina: Rebels Against Slavery*. Houghton Mifflin, 1967.
- McPherson, James M. *The Abolitionist Legacy: From Reconstruction to the NAACP*, 2nd ed. Princeton University Press, 1995.
- McPherson, James M. *The Struggle for Equality: Abolitionists and the Negro in the Civil War and Reconstruction*, 2nd ed. Princeton University Press, 1995.
- Moreno, Paul D. *Black Americans and Organized Labor: A New History*. Baton Rouge: Louisiana State University Press, 2005.
- Roback, Jennifer. "Racism as Rent-Seeking." *Economic Inquiry* 27 (October 1989): 661-81.
- Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 183-224.
- Storey, Moorfield. *Charles Sumner*. Houghton, Mifflin, 1900.
- [Texas Historical Association, Lundy, Benjamin \(1789-1839\)](#)
- Trefousse, Hans L. *Carl Schurz: A Biography (The North's Civil War)*, 2nd ed. Fordham University Press, 1998.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 4A: KWL Chart

KNOW	WONDER	LEARNED
<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>