

## Teacher Guide for the Lesson on **abolish/abolition/abolitionist**

**Standard:**

8.24(A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery;

**Content Objective:**

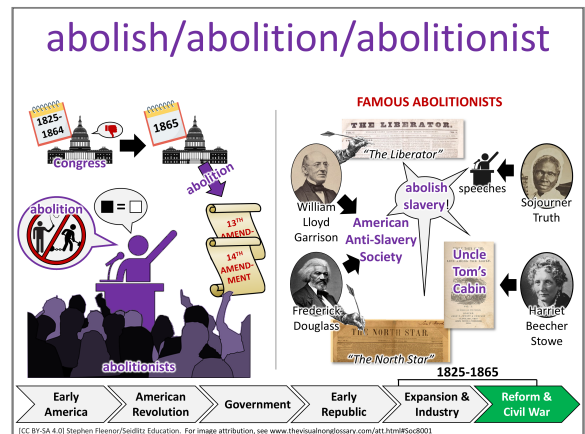
We can describe and evaluate the historical development of the **abolition** movement, including activities that focused attention on the moral ills of **slavery**.

**Language Objective:** Answer the following question in complete sentences using the sentence stem and the key vocabulary of the lesson:

Why do you think **Congress** took so long to **abolish slavery**?

*I think **Congress** took so long to **abolish slavery** because...*

**Other key vocabularies:** [abolitionists](#), [American Anti-Slavery Society](#), [Abolitionists](#), [Congress](#), [abolish](#), [slavery](#)



**By studying this visual, students might:**

Notice	Wonder
<ul style="list-style-type: none"> <li>Abolitionists worked to end slavery in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Why was slavery legal for so long in the United States?</li> </ul>
<ul style="list-style-type: none"> <li>Uncle Tom’s Cabin was a book that influenced public opinion about slavery.</li> </ul>	<ul style="list-style-type: none"> <li>How did Uncle Tom’s Cabin change people’s opinions?</li> </ul>

<ul style="list-style-type: none"> <li>• The American Anti-Slavery Society organized events and campaigns against slavery.</li> </ul>	<ul style="list-style-type: none"> <li>• What risks did abolitionists face when fighting against slavery?</li> </ul>
<ul style="list-style-type: none"> <li>• Congress eventually passed laws to abolish slavery.</li> </ul>	<ul style="list-style-type: none"> <li>• How did the American Anti-Slavery Society convince people to join their cause?</li> </ul>
<ul style="list-style-type: none"> <li>• The movement used speeches, writings, and organizations to gain support.</li> </ul>	<ul style="list-style-type: none"> <li>• What made Congress finally decide to abolish slavery?</li> </ul>

### EXTENDING THE DISCUSSION

- After randomly calling on students, if there is anything from this list that was not mentioned, then ask the class, "Did anyone notice...?"
- After students have shared what they notice, ask the class, "Did anyone wonder...?" using the suggestions above or anything else you might think is interesting or relevant to the lesson.

### Structured Conversation Prompts

OBSERVATIONAL	RELATIONAL	INFERENCEAL
<p>What does <b>abolition</b> mean?</p> <p><b>Abolition</b> means...</p>	<p>How were <b>abolitionists</b> related to the <b>American Anti-Slavery Society</b>?</p> <p><b>Abolitionists</b> were related to the <b>American Anti-Slavery Society</b> because...</p>	<p>Why do you think <b>Congress</b> took so long to <b>abolish slavery</b>?</p> <p>I think <b>Congress</b> took so long to <b>abolish slavery</b> because...</p>

### Example Student Responses to the Observational Question

Low-Level	High-Level
<p><b>Abolition</b> means to stop <b>slavery</b>.</p>	<p><b>Abolition</b> means the complete ending of <b>slavery</b> and making it illegal.</p>

## RESPONDING TO RESPONSES

Emphasize and celebrate each student's use of the key vocabulary to support a culture of "no wrong answers."

## STRUCTURING STUDENT CONVERSATIONS

Have students list observations from the visual as a warm-up, then use the Q-SSS-A process to guide small-group conversations. In the slide decks, brackets can be moved to prepare the structured conversation. In the example to the right, students will be instructed: [Q-SSS-A](#).



- To put a thumb up, then lower their hand when they are ready to answer the question
- To share with their elbow/shoulder partner, and that the student with the darkest shoe will share first
- That they will be randomly called on after the conversation

[Here is an example](#) of structuring a conversation with Q-SSS-A.

*Note: the inferential question is the same as the language objective. It is recommended that students answer the inferential question in a small-group discussion before answering it individually as the closure or exit ticket of the lesson.*

## Structured Reading

READING PURPOSE	PAT LIST	POST-READING DISCUSSION
<p><b>The purpose for reading is</b> to understand the strategies and actions taken by <b>abolitionists</b> and the <b>American Anti-Slavery Society</b> that led to the <b>abolition of slavery</b> through the <b>13th Amendment</b>.</p>	<ul style="list-style-type: none"> <li>• Actions taken by abolitionists to end slavery</li> <li>• The role of the American Anti-Slavery Society in the movement</li> <li>• How Congress responded to the abolition movement</li> <li>• Events leading to the passage of the 13th Amendment</li> </ul>	<p>How did the work of <b>abolitionists</b> and organizations such as the <b>American Anti-Slavery Society</b> help lead to the passage of the <b>13th Amendment</b>?</p> <p>The work of <b>abolitionists</b> and the <b>American Anti-Slavery Society</b> helped lead to the <b>13th Amendment</b> by...</p>

## STRUCTURING THE READING

Communicate the purpose of reading to the students and instruct them to make a note every time they see something on the PAT ("Pay Attention To") list. How you have students note items on the PAT list is up to you. This could include:




- Putting an asterisk in the margin
- Underlining text that supports the PAT list
- Putting a comment in the margin

Follow the reading with the post-reading discussion. Structure this discussion using the Q-SSS-A process just like the structured conversations in this lesson.

*Note: you might find the relational question is better discussed before or after the reading. This depends on whether the relational question is directly related to the reading or might make connections across units.*

## DIFFERENTIATING THE READING

You will notice that three different reading passages are provided with this lesson. Look at the shapes in the top-left of each passage to determine the grade level.

BELOW GRADE LEVEL	ON GRADE LEVEL	ABOVE GRADE LEVEL
 <i>Triangle is bottom-left</i>	 <i>Square is bottom-left</i>	 <i>Circle is bottom-left</i>

In a class with students at diverse reading level proficiencies, you can give the appropriate reading passage to different students, while having all students follow the same PAT list and post-reading discussion.