

Goal: SWBAT identify, compare, and contrast diverse abolitionist points-of-view.

Timing: 70 min

Materials:

Reading packet that includes:

Frederick Douglass – excerpts from *Narrative*

Angelina Grimke –

Harriet Jacobs – excerpts from *Diary*

John Brown –

William Lloyd Garrison –

Sojourner Truth – “Ain’t I a Woman”

Prior knowledge: Students will have read these documents over a few nights for homework, annotating them for specific purposes and answering comprehension questions along the way.

1. Assign each student a historical perspective from the packet, 3-4 students per reading. Give brief directions. 5 min.
2. With your perspective group, answer questions (probably on a worksheet.) 30 min.
 - a. What is the central point-of-view? Paraphrase in 1-2 sentences.
 - b. What textual evidence supports this POV? Find 3-4 quotations.
 - c. What causes this person to have this POV? How/why does that factor affect them? Think identity - race, gender, age, geography, etc. – and go back to notes or do brief research if you need to.
3. Students now work individually to share their perspectives with others. Each student has a name tag with their character, and they walk around to find another perspective. These rounds last 4-5 min = 25 min total.
 - a. Share your POV with another person.
 - b. Discuss – How would your characters agree and disagree? What specific issues might unite or divide them, and why? (Take notes.)
4. Once you’ve spoken with everyone, go back to your desk to synthesize your findings in writing or in conversation with a partner. (If conversation, take brief notes on what each other says.) 20 min.
 - a. Of the other 5 perspectives, who do you agree with most? Why?
 - b. Who do you disagree with most? Why?
 - c. What does this activity teach us about nature of the anti-slavery movement?
 - d. Which perspective or argument resonates best with you? Why?