

## TAH Lesson Plan

**Title: Religious Conflict on the issue of Slavery/Abolition**

**Possible Subject Area(s); Social Studies, English grades 9-12**

**Overview: This is a CAPT-based lesson to develop student ability to interpret historical documents and produce a developed piece of writing that is consistent with CAPT standards. The lesson itself centers around the various arguments for and against slavery based on philosophical and ideological positions taken for and against slavery based on Christian theology.**

**Essential Understanding: The issue of enslavement of other human beings caused tremendous conflict in terms of interpretation of religious doctrine.**

**Essential Questions: Was slavery a religious issue?  
Did Christianity support slavery?**

**CT Standards:**

**From CT Social Studies Frameworks #1**

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources
- gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses;
- use primary source documents to analyze multiple perspectives

**Objectives:**

- The student will be able to examine a variety of documents
- The student will critically analyze documents in order to draw their own hypothesis
- The student will be able to create a thesis statement
- The student will be able to form their own essential question

**Materials Needed:** Student grading rubric and graphic organizer (attached)

Slavery Attacked by John L. Thomas

Slavery Defended by Eric L. McKittrick

Slavery: Great Speeches in History by Karin Coddon

Large post-it paper and markers for group discussions

**Suggested Activities/Procedures:**

**Day 1**

- Introduce lesson by asking them whether or not religion affects their lives outside of belonging to a particular faith (students should mention aspects such as laws for crimes, censorship, etc.) Students should already be familiar with religion in the United States from studying historical epochs such as The Great Awakening (first one) and the Enlightenment.
- Break the students into groups for a document analysis from the perspective of the abolitionists using the following documents from the book Slavery Attacked:  
*Harriet Beecher Stowe defends the altar of liberty (1852)*  
*Theodore Parker prophesies a revolution (1854)*  
*The Reverend Gilbert Haven glimpses the millennium (1863)*
- Each group will be responsible for developing a list of statements or ideas within the documents that reflect religious beliefs, and placing their final results on the post-it paper to be displayed around the room.
- Students will then have time to walk around and read what other groups wrote before the final class discussion.
- For homework the students will need to complete a reading that they were not assigned and be ready to discuss it tomorrow. A short quiz on the readings is always recommended to keep students focused.

## Day 2

- Day 2 is similar to the first day, but the discussion/quiz replaces the introduction. Students will be focusing on the pro-slavery arguments put forth in the other two books, Slavery Defended (*Thornton Stringfellow—A scriptural view of slavery*) and Slavery: Great Speeches in History (*George McDuffie—Slavery is just*)
- Each group will be responsible as in day 1 for creating the list of statements using the post-it paper
- Have students complete a reading they were not assigned for homework

## Day 3

- Now that the students have studied both perspectives, it is time to complete the graphic organizer and go over the scoring rubric with the students. The students should have all their ideas posted around the room, which can also serve as the foundation for their essential questions and thesis statement.
- The students will need between 2-5 days to write a comprehensive paper using the attached rubric.

## Suggested Assessment/Evaluation

- Selected Response
- Open-ended Questions-part of rubric
- Rubric-attached

**Possible Extensions/Resources**

- There are a lot of Biblical references in both arguments, so a great extension is to have students conduct research into which scriptural passages some of the arguments are based on, and whether or not they view that interpretation of biblical scripture as valid. I have also done lessons on the basic beliefs of Christianity to provide students with the necessary background needed to analyze the arguments. Separation of church and state, or even a lesson on religion and how it can affect politics (evangelicals, fundamentalists, etc.) is another perspective that can be examined. The lesson really has a lot to offer students.

### Grading Rubric for Religious Conflict and Slavery Paper

Task	Point Value	Self-Assessment	Points Awarded
A clear thesis statement that reflects the essential question	10		
Completed Graphic Organizer	15		
Paragraph 1: Origin of first statement, and then thoroughly explain how it supports your thesis	25		
Paragraph 2: Origin of second statement, and then thoroughly explain how it supports your thesis	25		
Paragraph 3: Origin of third statement, and then thoroughly explain how it supports your thesis	25		
Total	100		

### Religious Conflict and Slavery Essential Question

Essential questions are designed to be open-ended to make you think. There is no singular or “correct” answer. Your paper should demonstrate how you support your essential question using the documents on slavery and religion. Your thesis statement should also reflect a solution to your essential question as well.

Your answer to the essential question:	
Statement 1 from the articles that supports your thesis.	How/Why it supports your thesis
Statement 2 from the articles that supports your thesis.	How/Why it supports your thesis
Statement 3 from the articles that supports your thesis.	How/Why it supports your thesis
Concluding Statement	