

Lesson Plan

INTRODUCTION

Students explore reform movements of the 19th century by analyzing primary source newspaper articles from "The Philanthropist," an Ohio newspaper from 1818. They'll identify key social reform issues including abolition, temperance, capital punishment, and religious charity, then create Public Service Announcements to demonstrate their understanding of how reformers mobilized for change during the Age of Reform.

GRADES:

Middle School (8th Grade)

LEARNING OBJECTIVES & OUTCOMES:

- Analyze primary source documents to identify 19th century reform issues and arguments
- Explain how reformers used religious and moral arguments to advocate for social change
- Compare historical reform methods with modern advocacy approaches
- Create an informative and persuasive Public Service Announcement about a historical reform issue
- Connect historical reform movements to modern social justice concepts

LEARNING STANDARDS:

Social Studies

- **CS 8.1:** Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

- **CS 8.18:** Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

- **CS 8.20:** Active participation in social and civic groups can lead to the attainment of individual and public goals.

- **CS 8.24:** Choices made by individuals, businesses and governments have both present and future consequences.

Social-Emotional Learning

- **C2.1.c:** Explain the importance of civic mindedness.

- **C3.1.c:** Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.

- **D1.1.c:** Demonstrate the ability to actively listen and understand multiple perspectives.

- **E3.1.c:** Apply honesty, respect and compassion to the decision-making process.

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English Language Arts

- **RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.6:** Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.8.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EDUCATIONAL MATERIALS

- The Philanthropist Newspaper Articles (reproductions)
- The Philanthropist PSA worksheet

PREREQUISITE KNOWLEDGE/SKILL:

Basic understanding of American history in the early 19th century and familiarity with the concept of reform movements.

DIFFERENTIATION STRATEGIES

Students With Disabilities

- Provide pre-highlighted newspaper articles focusing on key passages
- Offer sentence starters for PSA script template
- Allow for alternative forms of participation in the PSA (props manager, director, etc.)

English Language Learners

- Provide glossary of challenging vocabulary with definitions and visual supports.
- Allow use of first language resources for research.
- Pair with fluent English speakers for cooperative learning.

Gifted Students

- Challenge students to connect multiple reform movements in their PSA
- Encourage research into how the reform movement evolved beyond what's mentioned in the newspaper
- Assign leadership roles in guiding group discussions

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LESSON TIMELINE

Part 1: Introduction (20-25 minutes)

- Begin by asking students what issues they feel passionate about changing in today's society (5 min)
- Introduce the concept of reform movements in the 19th century, explaining how ordinary citizens worked to create social change (5-10 min)
- Introduce The Philanthropist newspaper as a primary source that advocated for reforms in Ohio in 1818 (5 min)
- Explain the PSA project and divide students into small groups of 3-4. You can use a real PSA, such as a Smokey the Bear commercial, for examples. (5 min)

Part 2: Newspaper Analysis (45-50 minutes)

- Distribute newspaper articles and question sheets to groups (5 min)
- Students read and analyze articles, answering questions about the content (30 min)
- Class discussion about the reforms covered in the newspaper: (10-15 min)
 1. African colonization and abolition
 2. Capital punishment
 3. Charity giving
 4. Vices (temperance, gambling, etc.)

Part 3: PSA Planning and Creation (55-75 minutes)

- Groups select one reform issue to focus on for their PSA (5 min)
- Groups complete the PSA Script Template, planning their presentation (25-30 min)
- Groups rehearse their PSA (10-15 min)
- Groups present their PSAs to the class (15-25 min, depending on class size)

EXTENSION ACTIVITIES

- Create a modern PSA addressing how the same issue exists in contemporary society
- Research a local historical reform movement and create an informational poster
- Compare reform newspaper articles with modern opinion pieces on similar topics
- Create a mock debate between historical reformers and their opponents

BIBLIOGRAPHY:

- The Philanthropist, Mt. Pleasant, Ohio 1816-1822.
- The Liberator, Boston, Mass. 1831-1865.

THE PHILANTHROPIST.*

THEY SHALL BEAT THEIR SWORDS INTO PLOUGH SHARES, AND THEIR SPEARS INTO PRUNING HOOKS: NATION SHALL NOT LIFT UP SWORD AGAINST NATION, NEITHER SHALL THEY LEARN WAR AND MORE. – ISAIAH.

Vol. II

Mount Pleasant, Ohio, Eighth Month 27th, 1818.

No. 23

PUBLISHED EVERY FIFTH DAY

For The Philanthropist THE DISADVANTAGES OF AFRICAN COLONIZATION

The subject of colonizing the free people of color on the coast of Africa has excited much attention in the various sections of the United States: many individuals of humanity and talents, are engaged in promoting the scheme, and, perhaps, some steps have already been taken to carry it into operation. It is, therefore, of no small importance that the measure be properly investigated. The great object still is to devise some system, by which slavery may ultimately be terminated. If the African colonization is not directed to this object, or capable of effecting it, we are still left to find out some other expedient.

When a colony was settled at Sierra Leone, under the patronage of the British government, and the particular care of a company formed for that purpose, it appears that they used 16 transport vessels for 1196 persons, and expended in two years' time \$135 for each individual: applying these facts to the case under consideration...would amount to \$629,200,000 besides repairs of the fleet, etc. The expenses by no means stopped there. The settlement commenced 31 years ago, and the company are now appealing to the liberality of their countrymen for more funds. Nor should it be forgotten that a mortality truly awful attended that infant settlement. It may, therefore, be fairly concluded that our scheme of colonizing on the broad scale, *cannot be carried into*

effect. Perhaps a few hundred might be colonized – the number might even reach a few thousands. But such a drain as this, would make no sensible change in the state of our country – and, as the free people of color amounted in 1810 to 186,446, *and they double every ten years!* We should not be able to make any visible change in relation to *them*.

MARRIAGES.

In this city, by Rev. Reed N. Books, Mr. James Boynton of this city, to Miss Eliza H. Bacon, of Dillonvale.

In Harrisville, MR. STEPHEN FOSTER, of Mt. Pleasant, to Miss MARTHA BRADBURY, of Harrisville.

ON CAPITAL PUNISHMENT No. 3

In the next place, I will consider what the scripture says concerning this barbarous custom of shedding the blood of *our own species*. The Sixth Commandment says, "*Thou shalt not kill.*" Or, in other words, "thou shalt not take away the life of any human being." This commandment requires the preservation, and forbids the taking away of our own lives, or the lives of others. It had no exception or proviso next to it when it was given; and needs none to make it perfect and complete.

This law is, in substance, the same as the law of nature, or that which is founded in the fitness of things written on the human heart. They were both written with the finger of God: but neither of them has any penalties annexed to be inflicted by the civil magistrate. God hath reserved to himself, solely, the right of judging and punishing all sins, or

violation of his own law. He only is able to vindicate the honor of it. No hangman tribunal is adequate to the purpose.

The exigencies of the state may be such as to require the enacting of a law, with penalties annexed, forbidding a man to kill his domestic animals or requiring him to kill them. But will anyone imagine, that God's given special commands to the Israelites to inflict capital punishments for breach of Sabbath, murder and will justify the magistrates of any other nation, without such special command, in inflicting the same punishment, for crimes, as concerns them, merely of a civil nature! That civil rulers have no right to punish sins, merely as such, is demonstrable from their incompetency; from the nature of their office, and from scripture.

Such severe penal laws, prohibitions, purifications, etc., were proper and necessary for the Israelites, who had newly escaped from the house of bondage; where, for a long time, they had been held in the most abject slavery. And who, at that time, probably exceeded any of the present hordes of savages in the wilds of Africa or Tartary, in their slavish ignorance, sordid vice, loathsome diseases, and brutal lusts! But these Mosaic bylaws were never binding on any other nation. And, take them separately or collectively, they are the last of my acquaintance, that I would introduce into the civil code of a polished and enlightened nation!

PUBLISHED EVERY FIFTH DAY

FOR CONSIDERATION OF THE CITIZENS OF THE STATE OF OHIO: CHRISTIANS AND CHARITY

To state briefly, in a few particulars, wherein it appears to me, that Christians come far short of their duty, in relation to property:

1. They fail in a lively apprehension of a universal, almighty, and omniscient providence, which is engaged to make provision for God's people.
2. They pursue the acquisition of property with too much ardor, not to say often, by unlawful means...He is very hard in his dealings; he is tight in a bargain, he will stand for a penny, and he cuts very close; he will get a bargain of you, if he can. Besides, he seems to have no feelings for the poor, he makes them work cheap, and at the same time give a high price for what he sells them; and if they owe him, he is strict, driving, and relentless.
3. Those who are thus successful in acquiring wealth, and in the manner just noticed, commonly employ it in a way as little agreeable to the laws of Christ. They pay their just debts, indeed, and sometimes perform a liberal act. But what do we see? Settled in a palace, "clothed in purple and scarlet, and faring sumptuously every day," everything around them declares their opulence and grandeur. And while they would fight in defense of their wealth, they give themselves little or no concern about their poor Christian brethren.

4. The vast inequality in the pecuniary circumstances of Christians, even members of the same Church, and the painful and humiliating facts arising from this difference, are enough to prove the Church to be corrupt and unhealthful. It certainly is not to be expected that he should make all his poor brethren rich. But, sir, there is an easier line of duty drawn, to which he

interest in the welfare of the people, or interest of affecting to despise and neglect them for their seeming want of faculty to acquire and retain property, he may devote a part of his time, rather than to elegant amusements and what is called refined society, in visiting their dwellings, inquiring into their circumstances, advising and aiding in the education of their children, comforting them when sick, devising means for their relief and consolation. Did such views of this world's goods prevail, were property employed in undertakings of this sort, it would cease to be the occasion of perpetual jealousies, contentions, quarrels, and wars.

CONSISTENCY.

By Mr. Bowring

You murder one – the gallows is your fate;

You murder many – and you serve the state;

A robber – if some small misdeeds you do;

Commit gigantic crimes – a hero you!

Tell me, ye great moralists of exalted station

Where, where begins the splendid

Transformation?

IN RESPECT of VICES

The first thing we shall notice is the crime of *Drunkenness*. This crime has at all times been a curse to our country, and has often made lamentable inroads upon our Church. We are convinced that it may be opposed more successfully by prevention than in any other way. When the character of drunkenness is fully formed, the unhappy victim is lost to those motives which ordinarily influence all other classes of men. Their certain and acknowledged prospect of the wreck of his family, his fortune, and his character; and even of the ruin of his immortal soul, is not sufficient to arrest his course.

The vice of *Gambling* has also been forced upon our attention. We indeed hope that few, or perhaps none, of our actual professors, have indulge themselves in the practice of what they consider as coming under the denomination of Gambling.

On the fashionable, though as we believe dangerous amusements, of *Theatrical Exhibitions* and *Dancing*, we deem it necessary to make a few observations. We believe all will agree, that comedies at least, with a few exceptions, are of such a description, that a virtuous and modest person cannot attend the representation of them, without the most painful and embarrassing sensations.

With respect to *Dancing*, we think it necessary to observe, that however plausible it may appear to some, it is perhaps not the less dangerous on account of that plausibility.

A BENEDICTION

'Unless the Divine power has raised you up to be as Athanasius [against the world], I see not how you can go through your glorious enterprise, in opposing that execrable villainy, which is the scandal of religion, of England, and of human nature. Unless God has raised you up for this very thing, you will be worn out by the opposition of men and devils. But "if God be for you, who can be against you?" Are all of them together stronger than God? Oh, "be not weary in well-doing;" go on, in the name of God, and in the power of his might, till even American slavery (the vilest that ever saw the sun) shall vanish away before it.' – *John Wesley's last letter to a friend.*

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*All articles taken from issues of *The Philanthropist* 1818 issues, Mt Pleasant, OH.
Inserts taken from *The Liberator* 1851-52.

The Philanthropist PSA

You are part of a nonprofit organization dedicated to helping people learn about reform issues in the 19th century! Together with your group you will make a Public Service Announcement video or skit about a reform issue during the Age of Mobilization. Your local newspaper, The Philanthropist, has some articles to give you ideas of what issues mobilized people of the period! Start by reading the articles and answering the questions below

African Colonization

1.) What is the purpose of African colonization?

- a.) To take over parts of Africa for the United States
- b.) To colonize free people of color in Africa
- c.) To extract resources from Africa for European countries

2.) Where has colonization of former enslaved people been attempted already by the time the article was written?

- a.) Liberia b.) Mauritania c.) Sierra Leone d.) Louisiana

3.) Why does the author of this article believe African colonization will not solve the issue of slavery in the U.S.? Provide evidence from the article.

1.) What religious arguments does the author use to argue against capital punishment?

2.) How does this article reflect the Second Great Awakening's influence on social reform movements?

Capital Punishment

Charity

1.) Who is the author of this article primarily discussing?

- b.) U.S. citizens b.) Ohio citizens c.) Christians d.) Non-Christians

2.) What issues does the author take with fellow Christians and their treatment of poverty?

3.) What solutions does the author propose for Christians wishing to get involved in charity?

1.) Using context clues, what do you think a synonym of "vice" is?

- a.) Rights b.) Evil c.) Good d.) Old

2.) Of all the vices, which does the author likely consider the worst? Explain your reasoning using evidence from the article.

3.) Of all the vices, which stands out to you as the most unusual today? Explain your reasoning.

Vices



Now fill out this script to give to your supervisor (teacher) to approve. After that, you can begin acting it out!



PSA Script

What is the title of your PSA? _____

Choose a reform issue from the period. You can look to your reading or *The Philanthropist* articles for ideas from the time. _____

Who are your characters? _____

What is your setting? _____

What props or items are you using? _____

Summarize your skit below in three sentences. _____

It's time to write your skit. Use a separate sheet of paper to write it. Staple it to this sheet when you hand it to your teacher. Make sure to list who is saying each line. If you have acting without words in your skit or stage direction, put it in parentheses like this: (sample text).