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**After Abolition: Simulating a Meeting of Prince Hall’s Freemason Lodge in 1780s Massachusetts**

**Audience:** The target audience for this module is 8th graders, and it was designed to be taught as part of a civics course. The module is also appropriate for history classes and for high school audiences. It is intended to be taught in conjunction with our other set of Prince Hall lessons: [The Declaration of Independence, Prince Hall, and a Petition to End Enslavement](https://docs.google.com/document/d/1euQy6FejFsnZVrLUXFXvRn4UpiJp1rfJMLfBa4q7pu8/edit). It assumes that students already have some context about Prince Hall and abolition in Massachusetts, so if taught without that module, some context will need to be added. It also assumes some knowledge of the idea of Loyalty, Voice and Exit ([supporting reading here](https://docs.google.com/document/d/1jxQLKPf3dn51IOeML73uc_hIsuSX1fnXFvTAvVYn-hc/edit?usp=share_link)), so preteaching of these concepts might be helpful. It also assumes students have been exposed to philosophical concepts such as the common good, natural rights, and the social contract ([supporting readings here](https://docs.google.com/document/d/11U0rq7MyfkrFfHPNYubRh-dkzQIW-EjaOPrwLvn4Q9k/edit)).

**Length of Time:** 3 blocks of 45-50 minutes

| **Day 1: Introduction to Simulation** |
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| **Objective/Learning Target:**  |
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| SWBAT explore the context for, read and process two additional petitions written by Prince Hall, in preparation for the historical simulation. |

| **Teacher Guidance:** |
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| In this lesson, students are introduced to what a historical simulation is, and learn about the simulation they will undertake for the next two class periods. They will learn about the context for the 1787 African Freemason Lodge meeting that they will simulate. They will read the two petitions, written by Prince Hall, that the lodge is deciding between, and will receive their assigned role for the simulation. |

**Materials Needed:**

* [Slide Deck for Intro to Simulation](https://docs.google.com/presentation/d/1Kpo1Z6ThvPurmpSN3fHYavTGMhtip4xNAAdMhGaFDmI/edit?usp=share_link)
* [Simulation Petitions](https://docs.google.com/document/d/1ukbTtUFD4PBJrqgIgwZ6BTyv-TIBcRFLVg1LR8fl-zw/edit?usp=share_link)
* [Role Descriptions for Leadership Roles](https://docs.google.com/document/d/1t_5r_WHH51KN6Q81O38y-FYY8R8qSkKS48wdZe6AGVM/edit?usp=share_link)
* [Role Descriptions for General Lodge Members](https://docs.google.com/document/d/1dA69RWkmZdWfhMvv9wgYem78pEuCeD94a5efrmA1hw4/edit?usp=share_link)

| **Task/Steps** | **Description of Task** |
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| Introduction to Simulation[5 minutes] | Using the [lesson slide deck](https://docs.google.com/presentation/d/1Kpo1Z6ThvPurmpSN3fHYavTGMhtip4xNAAdMhGaFDmI/edit?usp=share_link) (slides 1-5), preview the agenda, define a simulation, and explain the purpose of participating in this particular simulation.  |
| Historical Context[15 minutes] | Walk through slides 6-22 of the [lesson slide deck](https://docs.google.com/presentation/d/1Kpo1Z6ThvPurmpSN3fHYavTGMhtip4xNAAdMhGaFDmI/edit?usp=share_link) to provide the context that students will need to participate in the simulation. These slides set students up for understanding what is happening in Boston in 1787 to better access the two Prince Hall petitions they will read next.There are turn and talk processing opportunities built into the slide deck at slides 12 and 19. |
| Close Reading of Petitions[20 minutes] | Use the [lesson slide deck](https://docs.google.com/presentation/d/1Kpo1Z6ThvPurmpSN3fHYavTGMhtip4xNAAdMhGaFDmI/edit?usp=share_link) (slides 21-22) to preview the process that students will follow to do a close reading of the two proposed petitions. This is the same process that students used when reading Prince Hall’s petition from 1777. Hand out the [Simulation Petitions](https://docs.google.com/document/d/1ukbTtUFD4PBJrqgIgwZ6BTyv-TIBcRFLVg1LR8fl-zw/edit?usp=share_link) to each student and follow the directions at the top of each page, and on slide 24 of the slide deck. Slides 25-30 can be used to read the petitions aloud as a full class before students work through them on their own.The time that students are reading the petitions could be used to circulate the room and identify six student volunteers for the named characters in the simulation. As discussed below, these students will need to be identified prior to distributing the “Character Sheets.” |
| Role Assignments and Description[10 min] | Use the [lesson slide deck](https://docs.google.com/presentation/d/1Kpo1Z6ThvPurmpSN3fHYavTGMhtip4xNAAdMhGaFDmI/edit?usp=share_link) (slides 31-33) to introduce the two types of roles that students can play during the simulation: leaders or general lodge members. A few notes about the leadership roles: The simulation requires six student volunteers to become leaders and take on a larger speaking role. During lesson 12, these leaders will read their character’s opening statements aloud to the class. These opening statements are based on primary source material, but they are only a few lines long and are written in student-friendly language. After volunteers have been identified for the leader roles, distribute the [Role Descriptions for Leadership Roles](https://docs.google.com/document/d/1t_5r_WHH51KN6Q81O38y-FYY8R8qSkKS48wdZe6AGVM/edit?usp=share_link) to the six student volunteers and distribute the [Role Descriptions for General Lodge Members](https://docs.google.com/document/d/1dA69RWkmZdWfhMvv9wgYem78pEuCeD94a5efrmA1hw4/edit?usp=share_link) to the remaining members of the class. If there are more than 20 students in the class, print additional copies of some of the [Role Descriptions for General Lodge Members](https://docs.google.com/document/d/1dA69RWkmZdWfhMvv9wgYem78pEuCeD94a5efrmA1hw4/edit?usp=share_link). This will mean that some students will have the same role description as another student, but this should not impact the outcome of the simulation. Students who might need additional support could also be intentionally paired with another student and given the same role description.As they read through their role descriptions, students should: * Underline or highlight words, phrases, or sentences that seem especially important to them.
* Complete the following prompt: I think a value that would be important to this character is \_\_\_ because \_\_\_.
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| **Assessment:**  |
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| Simulation Petitions Handout |

| **Day 2: Simulation Part 1** |
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| **Objective/Learning Target:**  |
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| SWBAT demonstrate an understanding of loyalty, voice, and exit through a simulation in which they formulate a position. |

| **Teacher Guidance:** |
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| Students begin the two-day Prince Hall Freemason simulation today, delivering and listening to opening statements, and discussing the two petitions they’re deciding between. Students will take careful notes to keep track of positions, and then write their first draft of a position paragraph that captures their position of which petition the lodge should support. |

**Materials Needed:**

* [Slide Deck for Simulation (both days)](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link)
* [Opening Statements and Initial Opinion Handout](https://docs.google.com/document/d/1kh31iZlZFAfg1bqwCpi_bM12OIq6n3JECMyhsTZHSbY/edit?usp=share_link)
* [Position Paragraph](https://docs.google.com/document/d/1L-mEE6c4z7XIW2_yxdKgxjFLdqwJaJedVulvBE0abeg/edit?usp=share_link)
* [Spectrum Teaching Strategy](https://docs.google.com/document/d/17IAJam4wgQEnoBvDlCEfNi7p0s9XA_zTH_Z0efTjWj4/edit)

| **Task/Steps** | **Description of Task** |
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| Welcome From Prince Hall and Lodge Meeting Agenda(5 mins) | As students enter, hand out, or have students pick up the materials for the day: the [Opening Statements and Initial Opinion Handout](https://docs.google.com/document/d/1kh31iZlZFAfg1bqwCpi_bM12OIq6n3JECMyhsTZHSbY/edit?usp=share_link) and the [Position Paragraph](https://docs.google.com/document/d/1L-mEE6c4z7XIW2_yxdKgxjFLdqwJaJedVulvBE0abeg/edit?usp=share_link). Doing this up front allows the simulation to proceed with minimal interruption for passing out materials. Welcome students to African Lodge#459. Remind them, using slides 2-3 of the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link), that they are now in a Freemason lodge in 1787, and their job for the day will be to deliberate between two of Prince Hall’s petitions.Using slides 4-6 of the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link), review the agenda for the Freemason meeting, and offer them a welcome from Prince Hall. The purpose of asking all students to use the honorific “Brother” is to set a tone for the simulation and support them in getting into the shoes of their character. |
| Opening Statements(1o min) | Use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 8-12) to prepare students for the opening statements. (Teacher should read Prince Hall’s opening statement to the lodge members.)Ask all lodge members to take out [Opening Statements and Initial Opinion Handout](https://docs.google.com/document/d/1kh31iZlZFAfg1bqwCpi_bM12OIq6n3JECMyhsTZHSbY/edit?usp=share_link) and explain to lodge members that they will use this handout to keep track of other lodge members’ opening statements, and which petition they are supporting. (Slides 9-10 offer the class a chance to look at the handout together).Begin opening statements with the Grand Chancellor role. Have the student who is playing this role read their opening statement. (Slide 12 offers the opportunity to model the note taking handout, if you want the class to process it together).Continue with additional Opening Statements from each Leadership Role. These remaining opening statements are on slides 13-17 so that the class can read along as the volunteers read them aloud. Briefly pause after each statement to give students time to look back at the slides and record their thinking on the handout. |
| Initial Opinion(5 min) | Use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 19-20) to ask lodge members to form their initial opinion about the petitions. After listening to the opening statements, ask lodge members to look back at their handout and notice which opening statements they found more convincing. Next, ask them to use the sentence frame at the bottom of the handout (on slide 20) to make a decision and explain their thinking.  |
| Coalition Building(10 min) | Lodge members will now discuss what they’ve heard and their initial thinking about the petitions using a [Spectrum Teaching Strategy](https://docs.google.com/document/d/17IAJam4wgQEnoBvDlCEfNi7p0s9XA_zTH_Z0efTjWj4/edit). The purpose of this is coalition building: they are assessing their Brothers’ thoughts on the petitions and determining how they might build coalition, or communal support, around the petition they support. Before the coalition building begins, students are exposed to the idea of a ‘spectrum of discontent,’ in which civic actors must choose how to respond to an issue in their community with which they disagree. (slides 22-24)Next, using two opposing sides of your classroom, have lodge members stand up and stand on an imaginary line based on their preference of support for petition 1 (on one side of the line) or petition 2 (on the opposite side of the line), creating a spectrum of opinions about which petition to support. Lodge members need to talk to one another during this to determine if they are in the exact correct spot on the line, relative to their Brothers. Lodge members should bring their handout with them to reference during the coalition building.Coalition building, round 1: Slide 25Ask lodge members to share their response to “If asked to make a decision, I would probably support… because…” Encourage students to ask clarifying questions and/or probing questions of each other as students share their thinking. Ensure that general lodge members have equal talking time as leadership roles do. Remind lodge members that, at any point, they can move on the line as their thinking or opinion shifts.Coalition building, round 2: Slide 26Lodge members should turn and talk to someone next to them on the imaginary line, and share something they heard that they have a question about, and/or one value they heard discussed.Coalition building, round 3: slide 27Lodge members should find someone on the other side of the spectrum from them and share one thing they heard that either made their opinion stronger, or challenged their thinking. |
| Position Paragraph(20 min) | Invite lodge members to sit back down and retrieve the [Position Paragraph](https://docs.google.com/document/d/1L-mEE6c4z7XIW2_yxdKgxjFLdqwJaJedVulvBE0abeg/edit?usp=share_link) handout.Use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 28-29) to introduce the position paragraph and give students time to draft their opinion. If you have access to computers, this activity can be completed digitally. If you do not have access to computers or would prefer to complete on paper, students can use this [handout](https://docs.google.com/document/d/1dMxZnAxIzNX09ksZ5Z7-uRYn4DlV-aRinI8q3wtHNfc/edit) to write their paragraph.  |

| **Day 3: Simulation Part 2** |
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| **Objective/Learning Target:**  |
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| SWBAT demonstrate an understanding of loyalty, voice, and exit through a simulation in which they formulate a position. |

| **Teacher Guidance:** |
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| Students engage in day two of the Prince Hall Freemason simulation. They revise their position paragraphs, engage in open debate, and decide which petition they believe the lodge should support. Finally, students reflect on the experience of the simulation. They then learn the real history of 1787 Prince Hall’s petitions. |

**Materials Needed:**

* [Slide Deck for Simulation (both days)](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link)
* [Position Paragraph](https://docs.google.com/document/d/1L-mEE6c4z7XIW2_yxdKgxjFLdqwJaJedVulvBE0abeg/edit?usp=share_link)
* [End of Simulation Reflection](https://docs.google.com/document/d/1ymouqlzcVdOix6cVmZt9tGZjtB1ikVX3bM-1Sd5nCk4/edit?usp=share_link)

| **Task/Steps** | **Description of Task** |
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| Revise Position Paragraph(10 min) | Before launching day 2 of the simulation, use the first few minutes of class to allow students to finish their position paragraphs, checking in with teacher or peers as needed for help. |
| Welcome From Prince Hall(10 min) | Launch the simulation, day 2.Remind lodge members, using slides 31-35 of the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link), that they are now in a Freemason lodge in 1787, and their job for the day will be to decide between two of Prince Hall’s petitions. Offer them a welcome from Prince Hall, remind them of the honorific “Brother” they use, and walk through the Freemason Meeting agenda for the day.  |
| Open Debate(10 min) | Explain to lodge members that they will now move into a period of open debate. During the debate, one member will have the “floor” at a time and be able to share with the class. (slide 38)To get discussion going, lodge members will volunteer to read their position paragraph aloud to the lodge. After this step is complete, announce that the “floor is open” and that lodge members can raise their hand to contribute to the debate. During this segment of the debate, students can read their writing, share what is on their mind, respond/react to what they’ve heard or ask questions. If the students need support getting the conversation rolling, remind them that they can look back at the “puzzles and questions” on their character sheet and ask any of the questions. |
| Vote and Sign(5 min) | After ending the debate, tell the lodge they will now vote on what petition the lodge will submit to the Massachusetts Legislature. Remind lodge members that they may only cast one vote and then ask them to raise their hands to select their preferred petition. Tally the votes and identify the petition with the most votes. (slide 40)Next, use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 42) to invite students to make a decision. Regardless of the vote they made, they have three choices - **sign the petition (loyalty), not sign the petition but still remain with the Lodge and continue to advocate for the other petition (voice), or leave the Lodge altogether (exit)**. Give students time to process their response and then ask students to raise their hands to identify their decision. This marks the conclusion of the simulation. |
| Reflection(10 min) | After the simulation is complete, students will need some time to process it and reflect on the experience. Use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 45) to introduce the reflection, distribute the [handout](https://docs.google.com/document/d/1ymouqlzcVdOix6cVmZt9tGZjtB1ikVX3bM-1Sd5nCk4/edit?usp=share_link), and give students time to respond to the questions on it. |
| What’s The Real History?(5 min) | Use the [lesson slide deck](https://docs.google.com/presentation/d/1SRaKQ9kq_W0E7Y4cseYEWH9MFJ6GgRCVtViLGe29RYQ/edit?usp=share_link) (slides 46-52) to share with students what petition was actually submitted, and what happened next. |

| **Assessment:**  |
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| Position Paragraph, Reflection Responses |