Unit 02: Early 1800's Reforms

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 5**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore social reforms that were occurring in the first half of the nineteenth century including the temperance movement, prison reform, educational reform, the anti-slavery movement, and advances in women's rights. They will explore what conditions were like before the reform, what improvements were made, who was involved, and how these movements changed America. Additionally students will explore the development of a uniquely American culture including books, poetry and art.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g.,

	definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.2.E	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Essential Questions

- Why were social reforms occurring in the early 1800's?

- How did social reforms change and improve American society?
- How did social reforms and participation in the reform era change the lives of women in the 1800's?

Application of Knowledge and Skills...

Students will know that...

- 1. During the early Industrial Revolution Americans became interested in perceived urban problems that were also occurring at that time. Some issues were lack of religious zeal, alcohol abuse, lack of education, and prejudice against women.
- 2. The Second Great Awakening was a religious upswell in America during the early 1800s.
- 3. The temperance movement sought to end alcohol abuse in America.
- 4. Horace Mann reformed public education in Massachusetts through better teacher training, higher salaries, longer school years, and compulsory education.
- 5. The Underground Railroad was an established system for slaves to escape from the South to the North or Canada.
- 6. Women's rights were improving in the early 1800s, but the movement to gain total Women's Rights began in 1848.
- 7. There were many social reformers active in the 1800s, e.g. Charles Finney, Dorothea Dix, Horace Mann, Elizabeth Cady Stanton, William Lloyd Garrison, etc.
- 8. Common Core Focus: The purpose and intention of authors writing for the temperance, women's rights, prison reform, education reform, and abolitionist movements.

Students will be able to...

- a. Define the problems associated with the early Industrial Revolution.
- b. Describe the effect of the Second Great Awakening on American culture.
- c. Summarize the various goals of the temperance movement.
- d. Explain how the Underground Railroad worked and trace its route.
- e. Analyze the goals of the Women's Rights movement.
- f. Evaluate the contributions of several 1800s reformers.
- g. Common Core Focus: Highlight key reformers and their significance to 1800's reform movements.

Assessments

- Social Reform Project Summative: Technology Project All students will be assigned a social reformer. They will be responsible for creating a Power Point presentation on who the person was, what reforms he/she helped create, and information on the larger reform movement in which the person was involved.

6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c 9.1.12.A.1 9.1.12.E.1 RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10 Unit Test

- Unit Test Summative: Written Test Test on the reform movements and changing culture in America during the early 1800s. The test is in written format with prompts relating directly to analyzing specific reform movements, the purposes of specific reform movements, and the leaders of specific reform movements 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 WHST.6-8.10

- Comprehension Questions Formative: Other written assessments Using online, texts, and primary sources, students will answer the three following questions: What was the Second Great Awakening? What was the temperance movement? Which reforms did Horace Mann convince the state of Massachusetts to make? 6.1.8.D.4.b RH.6-8.1 RH.6-8.2 RH.6-8.4 WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.8 WHST.6-8.9

- Critical Thinking Formative: Other written assessments Students will answer, reflect, and revise the following questions over an extended period of time (including multiple class periods): How were the goals of the Women's Rights movement similar to and different from those of the abolitionist movement? How did the lack of educational opportunities hurt women? What would be your way of progressing the Women's Rights movement? 6.1.8.A.4.c 6.1.8.D.4.b RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.8 RH.6-8.9 WHST.6-8.1 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.1d WHST.6-8.1e WHST.6-8.2 WHST.6-8.2a WHST.6-8.2b WHST.6-8.2c WHST.6-8.2d WHST.6-8.2e WHST.6-8.2f WHST.6-8.4 WHST.6-8.5 WHST.6-8.10

- Industrial Revolution Problems Diagnostic: Other written assessments Based on what the students learned in the last unit, they will list as many problems of the Industrial Revolution as they can. 6.1.8.C.4.c RH.6-8.4 RH.6-8.3 WHST.6-8.9

- Underground Railroad Map Formative: Other written assessments Students will label the states they would pass through on an underground railroad route from New Orleans to Canada. 6.1.8.B.4.a 6.1.8.D.4.c RH.6-8.7

Activities

- Label a map of all the states east of the Mississippi River
- Read an abridged version of The Legend of Sleepy Hollow; discuss its meaning as a social commentary of life in America two hundred years ago
- Listen to the music of Stephen Foster Crane; discuss its meaning as a social commentary of life in America two hundred years ago
- Look at paintings of the Hudson River School style of artwork; discuss its meaning as a social commentary of life in America two hundred years ago
- Students will use their textbook to complete a graphic organizer for collecting data on the social reformer they are assigned to research
- Students will use the Internet to complete a graphic organizer of data on the social reformer they are assigned to research
- The teacher will demonstrate for the students the basic functions of PowerPoint
- Students will use PowerPoint to create a presentation for the class on an early 1800s reformer
- Students will complete a chart comparing and contrasting social reformers of the early 1800s
- Use Maps101 to compare Underground Railroad maps which describe the routes, terrain, and average temperatures that the escaped slaves faced on the Underground Railroad; then write a newspaper report about the Underground Railroad using this information (see specified link) http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3303%3Aundergrou

nd-railroad-grades-6-8&cid=164%3A6-8&Itemid=11

http://www.maps101.com/index.php?option=com_flexicontent&view=items&id=3303%3Aunderground-railroad-grades-6-8&cid=164%3A6-8&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time

- Practice exercises
- Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- As students read The Legend of Sleepy Hollow, adapted by Robert Van Nutt, play the audio book which accompanies this edition
- After students read The Legend of Sleepy Hollow, adapted by Robert Van Nutt, the students will complete a writing assignment addressing what this story reveals about America in its early years (intermediate activity)
- Pair mixed ability students together to work for completing the graphic organizer for the social reformer
- Provide an exemplar for the PowerPoint Social Reform Project
- As necessary give students completed study guides
- Modify tests and quizzes as required or in certain situations as appropriate

Content specific modifications for ELL's may include:

- Tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Industrial Revolution, reform, temperance, urban, prejudice, Underground railroad, education, rights, abolition

Content specific modifications to extend learning for gifted students may include:

- After students read "The Legend of Sleepy Hollow," adapted by Robert Van Nutt, the students will complete a writing assignment addressing what this story reveals about America in its early years. Then, the students will choose a piece of current popular fiction and write another paragraph describing what this story reveals about modern America (challenge activity)
- Provide a completed map of the states east of the Mississippi River

Integrated/Cross-Disciplinary Instruction

In art class, students may delve deeper into the importance of the Hudson River School style of painting. Students can learn about the most prominent artists of this generation and the effect of this artwork on the rest of the artistic community. Finally, students may create their own landscape paintings and in the process learn firsthand the symbolism of breathtaking views of nature unmarred by human progress.

Resources

- America: History of our Nation textbook - Prentice Hall, (c)2007
- America: History of our Nation teacher's edition - Prentice Hall, (c)2007
- The Legend of Sleepy Hollow - adapted by Robert Van Nutt, ABDO Publishing Co., (c)2005
- Hudson River School paintings - http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm#slideshow2
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.