Unit 07: Era of Improvements & Reform

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 2**
Length: **3 weeks**
Status: **Published**

Standards

6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
	Chronological sequencing serves as a tool for analyzing past and present events.
	To better understand the historical perspective, one must consider historical context.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
	Historical sources and evidence provide an understanding of different points of view about historical events.
6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.3	Expansion and Reform (1801–1861)
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
	Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

	Civics, Government, and Human Rights: Human and Civil Rights
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Enduring Understandings

1. Developments in technology, agriculture, and commerce precipitated profound changes in US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

A. A global market and communications revolution, influencing and influenced by technological innovations, led to dramatic shifts in the nature of agriculture and manufacturing.

B. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.

C. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political pattern.

2. Concurrent with an increasing international exchange of goods and ideas, larger numbers of Americans began struggling with how to match democratic political ideas to political institutions and social realities.

A. The 2nd Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women's rights.

B. Resistance to initiatives for democracy and inclusion included proslavery arguments, rising xenophobia, anti-black sentiments in political and popular culture, and restrictive anti-Indian policies.

C. Despite the outlawing of the international slave trade, the rise in the number of free African Americans in both the North and the South, and widespread discussion of various emancipation plans, the United States and many state governments continued to restrict African Americans' citizenship possibilities.

D. Enslaved and free African Americans, isolated at the bottom of the social hierarchy, created communities and strategies to protect their dignity and their family structures, even as some launched

abolitionist and reform movements aimed at changing their status.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How do we as individuals and a society respond to change?

2. How was the new political emphasis on "the individual" reflected in American religion, economics, and nationalism?

3. How did economic and political shifts in American life influence religion and social institutions?

4. What was the impact of an industrial revolution on the trends of nationalism and sectionalism in America?

Knowledge and Skills

1. How did cultural exchange and technological innovations alter the means of production in America in the 19th century?

Domestic System (Cottage industries)

Industrial Revolution

Samuel Slater (Water Frame)

Eli Whitney (Interchangeable Parts, Cotton Gin, etc.)

Francis Cabot Lowell

Lowell Factory System - Lowell Women's Strike

2. What were the effects of the Industrial Revolution on the economic identities of citizens and regions in America?

Market Revolution - Labor movements

Regional Specialization

Cotton Boom

3. How did new technologies in transportation and communication allow for regional economic interdependence by the mid-19th century?

Transportation & Communication Revolutions

Turnpikes, Canals, Steamboats, Railroads, etc.

Steam Engine (James Watt, Robert Fulton, etc.)

Telegraph (Samuel Morse)

Transcontinental Telegraph and Railroad

4. To what extent were immigrants welcomed into America during the Industrial Revolution?

First Wave of Immigration (Ireland, Germany, England, China, etc.)

Immigration/Citizens Territory from Mexico

Irish Potato Famine, German Revolutions

Wage Competition

Urbanization

Nativism

Order of the Star-Spangled Banner (The American Party)

5. How did the Industrial Revolution alter the relationship between the owners of production and workers in America?

Factory Conditions

Labor Movement

Shoemakers' Strike (1806)

National Trades Union

MA Commonwealth v Hunt (1842)

6. How did life in cities and urban centers change with the rise of factories?

7. What were the causes and effects of the 2nd Great Awakening?

Evangelical Revival

Charles G. Finney, Lyman Beecher, Richard Allen, Peter Cartwright, etc.

"Utility of Benevolence"

8. How were perfectionist and millennial societies' rejection of 19th century American life consistent with American values and principles?

Utopian Societies (Oneida, Shaker, New Harmony, etc. communities)

millennial Societies (William Miller)

Mormons (Joseph Smith, Brigham Young, Utah War, etc.)

Unitarianism (William Ellery Channing)

Transcendentalism (Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, etc.)

9. What was the impact of individual efforts to reform American institutions in the 19th century?

Prison Reform(Dorothea Dix, Louis Dwight, etc.)

Auburn Prison

Schools for the Disabled (Thomas Galladet, Samuel Gridley Howe, etc.)

Public School Movement (Horace Mann, McGuffey Readers)

10. How did women's efforts in the Temperance Movement alter their view of their own efficacy in society?

American Temperance Society

Women's Christian Temperance Union

Washingtonian Temperance Society

11. How did women seek to uplift their status in American society in the mid-19th century?

    Cult of Domesticity

    Sarah and Angelina Grimke, "Letter on the Condition of Women and the Equality of the Sexes"

    Seneca Falls Convention (Sarah Grimke, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, etc.)

    Declaration of Sentiments

12. Why did Abolitionist societies become more prolific and assertive in the 1830s and 1840s?

    National Black Convention (1830)

    Denmark Vesey Revolt

    David Walker ("Appeal to the Colored Citizens of the World")

    Turner's Rebellion

    The Amistad Revolt

    1836 Congressional Gag Resolution

    Wilmot Proviso

13. To what extent were antislavery advocates united in their goals and methods against slavery?

    American Anti-Slavery Society

    William Lloyd Garrison

    The Liberator

    Frederick Douglas

    The North Star

    Sojourner Truth

    American Colonization Society (Liberia)

    Underground Railroad

    Harriet Tubman

14. How did the controversy over the Amistad reflect the escalation of the conflict over slavery in the 19th century?

15. LBGTQ - "marriages" between same sex couples

Miners in California - all male dances, dress as women

Transfer Goals

Students will be able to independently realize that when faced with fundamental social change, alienated groups will resist such change.

Students will be able to independently assess the consequences of changes in societal values, innovations, and economics on the status quo.

Resources

- Social Reforms and Industrial Revolution
    - By the People: A History of the United States
        - Chapter 9 Section 1 and 2
        - Chapter 10 Section 2 and 3
        - Chapter 12 Section 1 and 2
    - The Americans
        - Chapter 8
        - Chapter 9 Section 1
    - American Yawp - Stanford University

      Who Built America

      Openstax - Rice University

    - Primary Source Documents
        - Seth Luther, “An Address to the Working-Men of New England” (1833)
        - Charles G. Finney, “What a Revival Religion Is” (1835)
        - Orestes Brownson, “Chattel Slavery vs Wage Slavery” (1840)
        - Ralph Waldo Emerson, “On Self-Reliance” (1841)
        - The Lowell Offering, “Utopian” Factory System (1844)
        - Robert Carter, Century Illustrated Monthly Magazine Article on Brook Farm (1846)

        - Declaration of Sentiments (1848)
        - David Thoreau, “On Civil Disobedience” (1849)
        - New Yorkers Ridicule Feminists (1856)
    - Video Clips:
        - America The Story of US: The Erie Canal
        - Gangs of New York, Devil’s Den Scene

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

History Channel Video clips/articles

Presidents series

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

A March of Liberty - History of the Supreme Court

Founding Brothers

Voices of Freedom Vols 1-2

Amend - Amazon series

Retracing the Past Vols 1-2

Generations

American Indian Museum

NY Times

Washington Post

Smithsonian

National Archives

AI (Gemini, Copilot, Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72flT8XsUIe3K1VSG7nxuc4CpCec/edit