

# Unit 6: The Reform Movements ("Reform and a New American Culture") Grade 8

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **March**  
Status: **Published**

## Unit Overview

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A reform impulse led to the Second Great Awakening. It also produced leaders who attacked problems in hospitals, prisons, politics, and education. The temperance movement battled alcohol abuse. The abolitionist movement arose in the North. The Underground Railroad helped slaves escape to freedom. Southerners opposed the abolitionists. The women's rights movement was born at the Seneca Falls Convention of 1848. New educational and career opportunities opened for women in the 1800's. A first wave of U.S. painters, poets, and writers with an American-inspired vision emerged in the 1800's. New England transcendentalists gave to new ideas: individualism and civil disobedience.

## Transfer

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Students will be able to independently use their learning to:

- Be motivated to be the change they wish to see in their world.
  - Write a letter to a politician advocating for change.
  - Speak at a town council meeting or board of education meeting about their cause.
  - Create a petition in order to change a policy.
  - Vote.
  - Advocate for the disenfranchised to have equality.
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## Meaning

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## **Understandings**

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Students will understand that...

- the Reform Movement impacted politics, religion and social issues.
- the Abolition Movement caused further division within the United States.
- the Women's Rights movement led for the call for equality for women.

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES)

## **Essential Questions**

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Students will keep considering...

- How did the reform movement change/reform America?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- 1.) Explain how political and religious ideals provided inspiration for reform.
- 2.) Summarize reforms sought for criminals and the mentally ill.
- 3.) Identify the goals of the temperance movement.
- 4.) Describe how reformers improved education.
- 5.) Explain how the antislavery movement began and grew.
- 6.) Describe the Underground Railroad.

- 7.) Identify why so many white northerners and southerners opposed abolition.
- 8.) Explain why some women called for equal rights in the 1800's.
- 9.) List the goals that were set at the Seneca Falls Convention.
- 10.) Summarize how women won new educational opportunities.
- 11.) Describe the new style of American painting.
- 12.) Summarize themes that American writers explored.
- 13.) Identify why the "inner light" was important to Emerson and Thoreau.

### **Students will be skilled at...**

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Students will be skilled at...

recalling simple names, dates, and facts

sequencing events and creating time lines

recognizing main ideas

using symbols and symbolizing in maps and documents

integrating math and language arts into Social Studies lessons

specifying and predicting the reasoning and outcomes of decisions

investigating primary sources

experimenting with hypothetical situations and what-ifs

Problem solving using contextual experiences related to the unit

decision-making and choosing the best course of action for contemporaries of the time period and relating such to the present

## Academic Vocabulary

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- social reform
- predestination
- Second Great Awakening
- revival
- debtor
- temperance movement
- ideals
- American Colonization Society
- Abolitionist
- The Liberator
- Underground Railroad
- Seneca Falls Convention
- Women's Rights Movement
- Hudson River School
- Transcendentalist
- Individualism
- Civil Disobedience

## Learning Goal 1

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Students will understand how the reforming spirit developed a new American culture.

LA.8.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.8.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LA.8.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.8.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.8.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
LA.8.CCSS.ELA-Literacy.CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.8.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.8.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.8.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.8.CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.8.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.8.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.8.CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.8.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.8.CCSS.ELA-Literacy.CCRA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.B	Use an ellipsis to indicate an omission.
LA.L.8.2.C	Spell correctly.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.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).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.

LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.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.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.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.W.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.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
LA.W.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.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
MA.8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
SOC.6.1.8.3	Revolution and the New Nation (1754-1820s)
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
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.
SOC.6.1.8.CS3	Revolution and the New Nation: Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
SOC.6.2.8	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
CCSS.ELA-Literacy.R.6	Reading

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## Target 1

Describe efforts to reform conditions for the mentally ill and criminal population during the Antebellum Period.

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|-----------------|--|
| SOC.6.1.8.D.4.b | Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.              |
| SOC.6.3.8.CS6   | Demonstrate understanding of democratic values and processes.  |
| SOC.6.3.8.CS7   | Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. |

**Target 2**

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Explain how the antislavery movement began and grew.

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|-----------------|---|
| 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.c | Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.                                |
| SOC.6.3.8.CS1   | Recognize the causes and effects of prejudice on individuals, groups, and society.  |
| SOC.6.3.8.CS2   | Recognize the value of cultural diversity, as well as the potential for misunderstanding.                                   |
| SOC.6.3.8.CS7   | Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.  |

**Target 3**

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Describe efforts to reform education prior to the Civil War.

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| 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.                  |
| SOC.6.1.8.D.5.a | Prioritize the causes and events that led to the Civil War from different perspectives.                       |

**Target 4**

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Explain the growing resistance to slavery and the role of the Underground Railroad.

## **DESCRIBE DIFFERENT WAYS ENSLAVED PEOPLE ESCAPED, INCLUDING WOMEN DRESSING AS MEN WHILE FLEEING NORTH (LGBTQ REFERENCES)**

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.
SOC.6.1.8.CS5	Civil War and Reconstruction: The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

### **Advanced Learning Goals**

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Students will analyze how the reforming spirit developed a new American culture.

### **Advanced Targets 1**

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Compare efforts to reform conditions for the mentally ill and criminal population during the Antebellum Period.

### **Advanced Target 2**

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Describe the beginning of the antislavery movement and who helped it begin.

### **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum.

Alternative assessments may include but are not limited to any combination of the following:

Common Assessment

Common summative assessments will be devised by the 8th grade social studies teachers during common planning time.

Primary Source Documents: Slave Narratives, Frederick Douglas, Excerpts from *The Liberator*, Seneca Falls Convention (Declaration of Sentiment)

DBQ Project (Mini Q's): What was Harriet Tubman's greatest achievement?

Docs Teach: US v. Susan B. Anthony, Elizabeth Cady Stanton

## **21st Century Life & Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.8.F.1	Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Formative Assessment and Performance Opportunities**

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Lecture

Group Work

Think-Pair-Share

Technology Implementations

Do Nows

Directed Reading

Graphic Organizers

Primary and Secondary Sources

Picture Prompts

Projects

Teacher observation

cooperative learning opportunities

guided practice

classroom centers

atlas/geography activities

primary source examination

essential question writing

## **Accommodations/Modifications**

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Google Expeditions with tiered questions

Student centered project about Reform movements - tiered requirements (differentiated rubrics)

Enrichment opportunities: Advanced classes will incorporate more Level 4 Knowledge Utilization processes. Advanced classes will have broader and more specific essential writing activities. These classes will also have to incorporate more decision-making, problem-solving, relating experiences, and investigation activities.

Differentiation: 504 and IEP modifications will be closely followed and modified to for the needs of specific students. Regular planning with Inclusion Instructors to best implement these specific practices will take place throughout the academic school year.

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students"

## Background Knowledge to Content in the ELL Classroom"

- guided notes
- modified assessments
- modified assignments
- student-generated research projects
- task-based assessments
- test corrections

## **Advanced Class Modifications**

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### **Unit Resources**

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guest speakers

interactive white board activities

Internet activities

supplemental textbooks/ teacher resources

social studies notes and hand-outs

videos and online videos for audio and visual learners

activity cards

American history websites

youtube

safari montage

helpful bulletin boards and posters

exit tickets

on-line project builder

New Jersey Commission on Holocaust Education Resources - <https://www.nj.gov/education/holocaust/curriculum/>

A Response Resource for the Classroom: Fielding Common Questions Related to the History That Documents Slavery <https://www.nj.gov/education/holocaust/resources/SlaveryPamphlet.pdf>

## **Digital Resources**

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**1.) Digital Public Library of America** - <https://dp.la/> - link to DPLA home search engine for various lessons and sources on The Reform Movement including:

- a.) [https://dp.la/item/375770e15c0430d40d4b35e77539c0d3?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dabolition](https://dp.la/item/375770e15c0430d40d4b35e77539c0d3?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dabolition) - Abolition a Sedition (text)
- b.) [https://dp.la/item/d3c9d95919e3ca2c390589bcc3e9529?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dtemperance](https://dp.la/item/d3c9d95919e3ca2c390589bcc3e9529?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3Dtemperance) - Temperance (image)
- c.) [https://dp.la/item/a8d1ebc61a669668d0b5b8e068937c4e?back\\_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3D19th%2Bcentury%2Breform%2B](https://dp.la/item/a8d1ebc61a669668d0b5b8e068937c4e?back_uri=https%3A%2F%2Fdp.la%2Fsearch%3Futf8%3D%25E2%259C%2593%26q%3D19th%2Bcentury%2Breform%2B) - Epoch of Reform 1830-1850 (text)

**2.) Digital History website** - <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=11> - link to various lessons and sources on The Reform Movement including

- a.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=4471](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4471) - "Ain't I a Woman" Sojourner Truth (lessons)
- b.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=382](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=382) - Elizabeth Cady Stanton Addresses Women's Rights 1848 (documents)
- c.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=1193](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1193) - Chinese Immigrants in the Gold Rush Era (documents)
- d.) <http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=6> - music of the era (music)
- e.) [http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=11&psid=3842](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3842) - religion and social reform (lessons)

**3.) ABC-CLIO.com** - <http://americanhistory.abc-clio.com/> link to various "topics" of the curriculum including on The Reform Movement including:

- a.) <http://americanhistory.abc-clio.com/Topics/Display/1184050> - Age of Common Man (lesson overview)
- b.) <http://americanhistory.abc-clio.com/Topics/Display/1186603> - Utopias (lesson overview)
- c.) <http://americanhistory.abc-clio.com/Topics/Display/1186612> - Reforming America (lesson overview)
- d.) <http://americanhistory.abc-clio.com/Topics/Display/1187635> - Abolition (lesson overview)

**4.) Docsteach** - <https://www.docsteach.org/> - link to various lessons and sources on The Reform Movement

including:

a.) <https://www.docsteach.org/activities/teacher/oh-freedom-sought-under-the-fugitive-slave-act> - Oh Freedom! Sought Under the Fugitive Slave Act

**5.) NJ Amistad Commission Curriculum** (free resource which requires login) - <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>