Unit 3-Age of Reform

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What is social reform?
- Who were the abolitionists?
- What were the goals of the Women's Movement?

Big Ideas

- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

African American History Studies

Harriett Tubman Speaks

Black History Month

Article from *African American History-Untold Stories*

Harriet Tubman worked hard to free slaves from the Southern slaveholding states and bring them to safety by way of the Underground Railroad. While the North and South fought in the Civil War, many African Americans took up arms in the fight.

Amistad Lessons

Objective: Students will be able to compare/contrast the economy and people of the North and South by creating a google slide presentation. Students will be able to describe what life was like for slaves in the South. Students will be able to identify abolitionists and explain the role they played in the slavery resistance movement.

Materials: textbook, organizer on google docs, google slides, SMART Notebook

Activity:

- Students will choose cooperative groups and will spin a wheel using SMART notebook to find out which topic they will be covering.
- Each group will cover a different topic about slavery in the South and the resistance movement against slavery. They will also cover what life was like for African Americans in the Northern part of the United States in the 1800s.
- Once topics are chosen, each group member will decide which sub-topic(s) they are covering on the graphic organizer.
- Each group will share a graphic organizer and work on it through Google Documents.
- Students will use their textbook and reliable websites to research the topic they have chosen.
- While working on the graphic organizer, students will conference with the teacher to make sure information is accurate and informative.
- Once their graphic organizer is approved by the teacher, students will create a Google Slide presentation on their topic. Students will be encouraged to add visuals or short video clips to the presentation.
- The teacher will continue to conference with the students.
- Students will present their topic to the class and assess the class with a critical thinking and comprehension question.
- Students (not presenting) will record the information from the presentations on a graphic organizer.

Assessment: presentation rubric, organizer, presentation, group assessment

Length of Time: 10 school days

Career Education

9.4.8.GCA.1 Model how to navigate cultural differences with sensitivity and

respect (e.g., 1.5.8.CIa).

9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through

active discussions to achieve a group goal.

Connection

Highlight and discuss the impact and importance of diverse ideas and cultural differences on different career choices and paths.

Cross-Curricular Integration

Language Arts Companion Standards:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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 aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

G. W.RW.7.7. 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.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. 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.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. 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.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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 aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through

contrasting the points of view of different characters or narrators in a text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Activity:

Social Reforms: Social reform has been a significant part of America's growth as a country since the early days of our government. Social reform has promoted significant change in our country. How did early social reforms affect our society today? Explain the impact of social reform on our society in an essay that uses relevant and credible evidence from a variety of credible sources.

Diversity Integration

Social Studies Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 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 35 world citizens in the 21st century.

6.3 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.

Activity:

Teacher makes a general oral introduction about Paul Robeson to students. Students are divided into small groups of four or five. Each group is assigned a period of time in Robeson's life to research. They are given index cards to take notes. On each card write something important that happened during that period of time. Put the cards together in the group, have a discussion and write a paragraph summarizing that period of time. Each group should be an expert on that period in Robeson's life. Switch groups so that each group is composed of experts on different periods. Individuals are responsible for teaching about their period. Students can ask each other questions. The new group is responsible for producing a multiple paragraph paper reflecting the life of Paul Robeson.

Diversity Integration

Black History Month

Students will watch a video of King's famous "I Have a Dream" speech from the March on Washington on August 28, 1963. Individually students will brainstorm about their own dreams and what they hope to achieve someday. Students will fill out a thought bubble describing what their dream is. These thought bubbles will be part of a Martin Luther King, Jr. bulletin board.

Historical Figures

John Roebling Chapter 14

Students will learn about technology and industry in the 1800s. Along with railroads, and canals students will be introduced to some of the great bridges in the United States. Ask students to name examples of famous U.S. bridges (Brooklyn, George Washington, Golden Gate). All three of these were designed or built with the help of New Jersey native John Roebling and his sons. Students will be shown a YouTube video about Roebling. They will learn that, like the town of Lowell in Massachusetts built around the mills and their workers, the town of Roebling, New Jersey grew around the steel mill established by Roebling's son Charles. Students will also view the Roebling Museum website to learn more of the history of John Roebling and his sons.

https://www.youtube.com/watch?v=324K9XiYdVI

http://roeblingmuseum.org/

Diversity Lesson

Objective:

Students will be able to describe the legacy of key figures in the antislavery movement and explain the role NJ played in the Underground Railroad.

Activity:

1-Students will use what they learned in Chapter 15 to research key figures in the antislavery movement.

2- They will complete a graphic organizer to guide their research. Some key figures students will research are Harriet Tubman, Frederick Douglass, Sojourner Truth, Susan B. Anthony, Harriet Beecher Stowe, William Lloyd Garrison, Grimke Sisters, etc. Examples can be found using:

https://www.zinnedproject.org/materials/black-abolitionists/

3- Students will research their historical figure on websites to learn background information.

4- Students will research the person's effects on the anti-slavery movement and their enduring legacy.

5- Once they conference with the teacher and review their organizer, they will design a presentation on their selected person.

6- They will add games or videos to enhance their classmates' understanding of the notable figure.

7- They will present their Google slideshow to classmates.

Assessment:

Presentation rubric, graphic organizer, discussion

Materials:

Textbook, notebook, Chromebook, google slides, reliable websites

Standards:

6.1.8.HistoryCC.4.b Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Length of Time:

7 days

Social and Emotional Learning

Was Manifest Destiny Justified

- PLAN Problem Solving
- Responsible Listening
- Collaborative Creativity
- Audience-Focused Communication

Students work cooperatively in groups to read the primary source material about Manifest Destiny and to teach it to the rest of their classmates. They break down the lesson together and decide how it will be taught and who assumes the various teaching responsibilities. Students will have a Yes/No/Maybe debate on whether Manifest Destiny was justified. Students will be broken into groups to represent each side of the issue. Students will collaborate to come up with a statement that they will be presenting to the class to state their opinion for discussion and debate. Students will also read from the primary source that corresponds to their position.

- Responsible Listening
- Respectful Empathic Debate

- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions

The room will be split into the supporters of Manifest Destiny on one side and the detractors on the other. Those students not committing to a point of view initially will be to the side. Supporters of each side will begin by reading aloud from the primary text of their position. Then, students will respectfully take turns presenting reasons for their position in hopes of convincing others to join their side. Students are free to move from one location to another if/when they are convinced another location is a better fit for them

- Responsible Listening
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions
- Audience-Focused Communication

When everyone who wants to share has finished, students return to their seats. They will then discuss what if any points were made that convinced them of their stance on Manifest Destiny. Students will also discuss what they got out of the lesson. Respectful dialogue can only occur when people are willing to truly listen to what others are saying. There are no right or wrong answers in this lesson.

STAT: Manifest Destiny

CSDT Technology Integration

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Activity:

Students will create a presentation on a social reform from Chapter 14. Students will work in cooperative groups and research the temperance movement, improvements in education, impact of transcendentalists, the abolitionist movement, and the women's rights movement. They will create a google slides presentation and share their findings with the class. In their presentation, students will compare how these issues may have changed over time and how reform is being addressed today, which will demonstrate their understanding of a real world problem using digital tools.

Service Learning

Community Issue: Students will choose a way that they can have a positive impact on their school community. They may do this by themselves or with a partner or small group. They are to choose something that is a non-monetary good deed that will benefit their school.

Focus Areas:

- Engage in frequent integration of research and action

- Provide training and practice in research skills such as problem identification, data collection, data analysis
- Identify school resources to integrate with curricular goals
- Practice strategic thinking skills (such as leadership, critical thinking, time management) and strategies for influencing change
- Ensure that student voice and engagement are central to the research and change process
- Share power between teachers and student in action process
- Connect and embed project into curriculum to reinforce skill development

Activity:

- **Pre-Reflection**
  - Students in their groups, or by themselves will brainstorm types of projects they can do their project on.
  - They will think/talk about what they already know about the topic and how they can help it. Using their previous knowledge, they will choose the best project for their group.
- **Research**
  - Students will research their topic. They will brainstorm and come up with a concept map of how they want to create their presentation Google Slides and their pamphlet in Google Docs.
- **Presentation & Pamphlet**
  - Students will take all of their research on their chosen topic and create a presentation in Google Slides. This presentation will be presented to the class.
  - Students will also come up with a pamphlet summarizing their presentations that can be shared on Parent Square to help bring awareness to the Joyce Kilmer School Community.
- **Reflection**
  - Students will then reflect on how they think their project went, and how they will use the suggestions they provided to help their school community.

Enduring Understandings

6.1 U.S. History: America in the World

D. History, Culture, and Perspectives

6.1.8.CivicsHR.4.a [M] Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.HistoryCC.4.b Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

6.1.8.HistoryCC.5.a [M] Prioritize the causes and events that led to the Civil War from different perspectives.

Focus Areas

- Describe the social and political reform movements that characterize the Antebellum Period also known as the Second Great Awakening.
- Describe reasons that grew the resistance to slavery and discuss the Underground Railroad.

- Explore the causes of the Civil War from various perspectives.
- Describe significant events, acts and rulings that led to the Civil War.

Activities and Assessments

DBQ—What reform movements took place in the mid 1800's

Primary Source—Views About Slavery p. 408-414

Analyzing Geography—The Underground Railroad p. 403

Primary Source—The Seneca Falls Declaration p. 416 - 417

Video clips

Readers Theater

Social Reforms Opinion

Essay - curriculum compacting

Primary Sources

Students will explain the impact of social reforms on our society. They will examine a speech by Susan B. Anthony, a temperance movement political cartoon, and text from Uncle Tom's Cabin to explain how social reforms impacted the 1800's.

Geography

Chapter 15 – Age of Reform/ Toward Civil War

1. Primary Source: Founding of Liberia – classroom map of world to show where Liberia is in Africa & map pg. 409
2. The Underground Railroad-map pg. 402-403
3. Create a map with current states added to union. Shade map North vs. South (slave state, free state)
4. Map pg. 429, The Missouri Compromise
5. Map pg. 431, New Territories and the Free-Soil Party
6. Maps pg. 427 Slavery and Sectionalism
7. Primary Source: The Raid on Harper's Ferry – look at classroom US map to find Harper's Ferry, WVA
8. Pg. 441 map of seceding states

* See Appendix E for Cross Content Integration

Document Based Activity

6.1.8.History.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

DBQ Activity

Was Manifest Destiny justified?

For the complete DBQ Pla, please refer to MP3 Chapter 13 DBQ PDF.