

American 8 Unit 11: Working for Reform

*Assignments for 8-1 vs 8-2 will be clearly labeled when there is differentiation, and a new lesson box will be created if the lessons are not similar.

Step 1 - Desired Results	
Objectives: - What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this unit address? Standards Addressed:	
Standards Students will understand that . . . - What are the big ideas? - What specific understandings about them are desired? - What misunderstandings are predictable?	Essential Questions: - What provocative questions will foster inquiry, understanding, and transfer of learning?
Step 2 - Assessment Evidence	
Summative Assessments: - Through what summative assessments will students demonstrate the desired understandings?	Formative Assessments: - Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? - How will students reflect upon and self-assess their learning?

RELIGIOUS ZEAL AND NEW COMMUNITIES NOTES

It should take 1 Day.

STANDARDS

- 8.3.8.D: Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.: Ethnicity and race
- 8.3.8.C: Summarize how continuity and change have impacted U.S. history.: Belief

systems and religions & Social organizations

- 8.3.8.B: Evaluate the importance of historical documents, artifacts and places critical to United States history.
- 8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

ESSENTIAL QUESTIONS

- What kinds of social problems might Americans have tried to address in the early and mid-1800s?
- Why might people have considered these problems as counter to the American vision of equality and justice?

LEARNING OBJECTIVES/SKILLS

- Students will understand the Second Great Awakening, the main characteristics of the Shakers and Mormons, and the ideas of Transcendentalism.

PERFORMANCE INDICATORS

- Students can answer the checks to ensure they understand the questions within the assignment.
- Students can answer the Essential Questions.
- Students can update their Unit Vocabulary with 1-3.

RELIGIOUS ZEAL AND NEW COMMUNITIES READINGS

This should take one class period. 8-1 and 8-2 have similar versions of this with differentiated readings.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- COMMON CORE:
 - CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
 - CC.8.5.6-8.B: 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.
 - (8-1) CC.1.4.8.G: Write arguments to support claims.
 - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ESSENTIAL QUESTIONS

- What kinds of social problems might Americans have tried to address in the early and mid-1800?
- Why might people have considered these problems as counter to the American vision of equality and justice?

LEARNING OBJECTIVES/SKILLS

- Students will understand the Second Great Awakening, the main characteristics of the Shakers and Mormons, and the ideas of Transcendentalism.
- Students can answer the questions by using the provided document (mix of primary and secondary sources). 8-1 and 8-2 have differentiated readings based on their abilities.

PERFORMANCE INDICATORS

- Students can accurately answer the questions by using the readings.

SOCIAL REFORM CHART

-This takes 8-1 one class period.

-This takes 8-2 two class periods, #1-8 on Day 1 and #9-16 on Day 2.

STANDARDS

- 8.4.8.D: Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.
- 8.3.8.C: Summarize how continuity and change have impacted U.S. history.: Belief systems and religions & Social organizations
- 8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

ESSENTIAL QUESTIONS

- What Effect Did Temperance Reforms Have On Society?
- How Did Economic Changes Allow Some Women To Become Involved In Reform Movements?
- How Did Northern Reformers Change Education In The Early 1800s?
- How Were Mentally Ill Americans, Poor Americans, And Criminals Treated In The 1800s?

LEARNING OBJECTIVES/SKILLS

- Students will learn about Social Reform in the early 1800s. Students will understand the Temperance Movement, the creation of Public Education in the USA, and the rehabilitation of mental institutions, prisons, and poorhouses.

PERFORMANCE INDICATORS

- Students complete the chart.
- Students can respond to the essential questions.
- Students complete Vocabulary #4-6.

SOCIAL REFORM READINGS

This should take one class period. 8-1 and 8-2 have differentiated readings that have the same idea, but match the reading abilities of the class.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- COMMON CORE:
 - CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
 - CC.8.5.6-8.B: 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.
 - (8-1) CC.1.4.8.G: Write arguments to support claims.
 - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ESSENTIAL QUESTIONS

- How Did Economic Changes Allow Some Women To Become Involved In Reform Movements?
- How Did Northern Reformers Change Education In The Early 1800s?
- How Were Mentally Ill Americans, Poor Americans, And Criminals Treated In The 1800s?

LEARNING OBJECTIVES/SKILLS

- Students will learn about Social Reform in the early 1800s. Students will understand the creation of Public Education in the USA, and the rehabilitation of mental institutions, prisons, and poorhouses.

PERFORMANCE INDICATORS

- Students can accurately complete the reading (should highlight important information) and answer the questions.
- Students can explain the Public Education and Rehabilitation Reform Movements.

ABOLITION AND WOMEN'S RIGHTS GALLERY WALK

This should take one class period.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- 8.4.8.D: Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.
- 8.3.8.C: Summarize how continuity and change have impacted U.S. history.: Belief systems and religions & Social organizations
- 8.3.8.A: Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.
- COMMON CORE:
 - CC.1.2.8.G: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
 - CC.1.4.8.R: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
 - CC.1.5.8.C: Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

ESSENTIAL QUESTIONS

- Why Did Colonization Efforts Fail?
- What Contributions Did Walker And Garrison Make To The Abolition Movement?
- How Did the American Anti-Slavery Society Spread Its Message?
- How Did The Abolitionist Movement Overcome Difficulties?
- How Did The Women's Rights Movement Grow Out Of The Abolitionist Movement?
- What Issues Were Debated At The Seneca Falls Convention?
- Why Was It Important For Women To Gain Property Rights?

LEARNING OBJECTIVES/SKILLS

- Students will understand the efforts of the Colonization Society, Abolition, the Anti-Slavery Society, the significance of the Seneca Falls Convention, and the Married Women's Property Act in New York.

PERFORMANCE INDICATORS

- Students complete the Gallery Walk.
- Students can analyze the images and make predictions.
- Students complete the final question.
- Student completes Vocabulary 7-10.

8-1 ABOLITION SOURCES

This should take one class period or students have homework.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- COMMON CORE:
 - CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
 - CC.8.5.6-8.B: 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.
 - CC.1.4.8.G: Write arguments to support claims.
 - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ESSENTIAL QUESTIONS

- LIST THEM ALL

LEARNING OBJECTIVES/SKILLS

- LIST THEM ALL

PERFORMANCE INDICATORS

- LIST THEM ALL

8-2 FREDERICK DOUGLASS READING

This should take one class period.

STANDARDS

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- COMMON CORE:
 - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ESSENTIAL QUESTIONS

- What was the significance of Frederick Douglass to the abolition movement?
- Why is Frederick Douglass famous?

LEARNING OBJECTIVES/SKILLS

- Students will understand the abolitionist movement.
- Students can define Frederick Douglass' importance.

PERFORMANCE INDICATORS

- Students can complete the reading by highlighting important information and answering the attached questions.

- Students can state the importance of Frederick Douglass.

8-1 WOMEN'S RIGHTS SOURCES

This should take one class period or students have homework.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- COMMON CORE:
 - CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.
 - CC.8.5.6-8.B: 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.
 - CC.1.4.8.G: Write arguments to support claims.
 - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

ESSENTIAL QUESTIONS

- LIST THEM ALL

LEARNING OBJECTIVES/SKILLS

- LIST THEM ALL

PERFORMANCE INDICATORS

- LIST THEM ALL

8-2 REFORMER PROJECT

Students will have one period to complete the Historical Biography Figure form on their assigned Reformer. Students can finish it for homework.

STANDARDS

- 8.1.8.B: Compare and contrast a historical event, using multiple points of view from primary and secondary sources.
- COMMON CORE:

ESSENTIAL QUESTIONS

- Who was your reformer?
- How did their background impact their reform movement?
- What was your reformer's importance to their reform movement?
- Does your reformer have an impact on today?

LEARNING OBJECTIVES/SKILLS

- Students will research their assigned reformer, answering the required questions and then questions of their choice.

PERFORMANCE INDICATORS

- Students answer all questions about their reformer.
- Students complete the source collection form.
- Students do not just copy and paste information.

8-1 REFORMER PROJECT

Students will have two days in class to complete this otherwise, it is homework.

STANDARDS

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- COMMON CORE:
 - CC.1.4.8.W: 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.
 - CC.1.4.8.V: 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.
 - Who was your reformer? What was their importance?

ESSENTIAL QUESTIONS

- Who was your reformer?
- How did their background impact their reform movement?
- What was your reformer's importance to their reform movement?
- Does your reformer have an impact on today?

LEARNING OBJECTIVES/SKILLS

- Students will research their assigned reformer, answering the required questions and then questions of their choice.

PERFORMANCE INDICATORS

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