

Year 1:

Unit 7

Democracy for All? - The Ages of Jackson, Cotton, and Social Reform (1820 - 1850): Lessons

Lesson 1: The Missouri Compromise (Source Analysis)

Central Question: Why did the Missouri Compromise fail to end the national debate over slavery?

Historical Background

In the years leading up to the Missouri Compromise in 1820, tensions grew increasingly intense between proslavery and antislavery factions within the U.S. Congress and across the country. They reached a boiling point in 1819, after Missouri's request for admission to the Union as a slave state, which threatened to upset the delicate balance between slave states and free states. To keep the peace, Congress reached a two-part compromise, not only granting Missouri's request but also admitting Maine as a free state. It also passed a law that drew an imaginary line across the former Louisiana Territory, establishing a boundary between free and slave states. Although the issue was temporarily settled, the Compromise pleased few Americans of either camp and left a clear division between free and slave states.

For more background, read "The Failure of Compromise" on the Gilder Lehrman Institute of American History website (free login required) and "Missouri Compromise: A Win-Win for Clay" on NPR.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Senator Henry Clay
- Senator John C. Calhoun
- Missouri Compromise

Scholars understand the Missouri Compromise and can explain why the Missouri Compromise failed to end sectional tensions in the United States over slavery.

Preparation

- Display the Unit 7 Essential Question on the wall in your classroom for scholars to reference throughout the unit.
- Create a word wall in your classroom with the Unit 7 Key Terms for scholars to reference during class discussion. Hold scholars accountable for using these Key Terms throughout the unit.
- Post a digital timeline or a hard copy in your classroom to track key events from this unit and previous units.
- Prior to teaching Lesson 1, assign “Missouri Compromise” on the History Channel website so scholars are prepared to discuss in the Context portion of the lesson.

Do Now — 5 minutes

- Scholars complete the Unit 7 Lesson 1 Do Now in the Unit 7 Workbook.

Context — 15 minutes

Launch (2 minutes)

- Introduce the Essential Question for Unit 7: To what extent did the United States become more democratic by the mid-19th century?
- Explain that, each day, scholars will gather more evidence to answer this question.
- Remind scholars that this unit builds upon past content and that they must constantly make connections to previous periods of history to help them answer this Essential Question.
- Then pose today’s Central Question, and invest scholars in launching their study of the evolution of and responses to slavery in the 19th century.

Listen (5 minutes)

- Listen to the podcast “All Things Considered: The Missouri Compromise — A Win-Win for Clay” on NPR.
- Tell scholars to follow along using the transcript on the NPR website while they listen to today’s podcast.
- Tell scholars to think about the following question as they listen to the podcast:
 - Why did Congress agree to pass Senator Henry Clay’s Missouri Compromise?

- As scholars listen, strategically pause the podcast to allow time for scholars to stop and take notes.

Discuss (3 minutes)

- Pairs of scholars discuss the question posed at the beginning of the podcast. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from their homework and the podcast.
 - Make a connection to the Big Ideas. Ask: How did westward expansion to new territories and states affect American politics?

Watch (2 minutes)

- Watch the video Africans in America: “Journey through Slavery, ep 3 of 4 Brotherly Love” on YouTube.
 - Begin the clip at 1:01:03, and pause the clip at 1:02:29 to allow for conversation.
- Tell scholars to think about the following question as they watch the video:
 - Why was Thomas Jefferson pessimistic about the Missouri Compromise?

Discuss (3 minutes)

- As a whole class, scholars discuss the question posed at the beginning of the video. Insist that scholars answer your question with claims supported by evidence from their homework and the video.
 - How would Henry Clay likely respond to Thomas Jefferson’s criticism of the Missouri Compromise?

Investigate — 15 minutes

- Scholars read and annotate Documents A through C on page # of the Unit 7 Sourcebook. After reading each source, scholars should write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars’ work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - How did different political leaders characterize the Missouri Compromise?
 - Why did these characterizations differ?
 - Make a connection to the Big Ideas. Ask: Is the Missouri Compromise more likely to strengthen or weaken the Union? Why?

Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
 - Why did the Missouri Compromise fail to end the national debate over slavery? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “Andrew Jackson” on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 2: Jacksonian Democracy (DBQ Writing)

Central Question: To what extent did President Andrew Jackson promote democratic values?

Historical Background

As the status quo was preserved on the issue of American slavery, a new politician rose to national prominence on the promise to restore American democracy: the famed war hero of 1812, Andrew Jackson. Of all presidential reputations, Jackson’s is perhaps the most difficult to explain. Jackson is the only president whose name graces a whole period in history — the interval between the War of 1812 and the coming of the Civil War is often known as the Jacksonian Era, or Age of Jackson. Yet the reason for Jackson’s claim on an era is not readily apparent. His sole major legislative victory in eight years was an 1830 law to “remove” Indian tribes, something seen today as travesty rather than triumph. That measure aside, the salient features of Jackson’s relations with Congress were his famous vetoes: killing a string of road and canal subsidies, and the Second Bank of the United States. Rather, Jackson’s prominence, and source of continuing controversy, lies in something much less concrete: his place as an emblem of American democracy. The image of Jackson as a quintessential product of American democracy has stuck, yet always complicating, it has been the interplay between the personal and the political. If Jackson is a potent democratic symbol, he is also a conflicted and polarizing one. To an amazing degree, historians today still feel visceral personal reactions to him, and praise or damn accordingly.

For more background, read “Andrew Jackson and the Constitution” and “Andrew Jackson’s Shifting Legacy” on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- President Andrew Jackson
- Second National Bank of the United States

Scholars can apply their knowledge of United States history to interpret original sources and use these sources to write clear, concise, and compelling claims about the democratic nature of Andrew Jackson's presidency.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Launch — 5 minutes

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Build excitement for today's DBQ, and invest scholars in beginning their study of democracy during the Age of Jackson. Tell scholars they will apply all their knowledge as historians to answer a question using new sources that they have not seen before.
- Scholars read the Lessons 2–4 DBQ Historical Context and Task in the Unit 7 Workbook to frame their thinking.
- Ask: What is this DBQ Task asking us to do?
- Scholars interpret the Task in pairs. Call on pairs to share out.
 - As a class, be sure to define the meaning of the term “democratic values.”
 - Ask: Why are democratic values significant in the American system of government?

Guided Document Study — 20 minutes

- Set the expectation that scholars must tackle Documents A through D today by writing a main idea next to the title and using the text and their main idea annotations to concisely answer each short-answer question with a clear claim.

Read and Write (8 minutes)

- Read Document A* with scholars. After reading, scholars write a main idea next to the title and use their understanding of the text to write a claim for the accompanying short-answer question in the Unit 7 Workbook.
 - *Note: Scholars may struggle to understand the chart in Document A. If you anticipate that scholars will struggle more with Document B, C, or D, use one of those documents instead.

Discuss (10 minutes)

- Have a scholar with a strong main idea annotation and/or claim share out. Have scholars discuss 1) how the main idea annotation reflects a full understanding of the document and/or 2) why the claim effectively answers this short-answer question.
- Share non-example work. Have the class discuss why the main idea annotation does not reflect full understanding of the document and/or why the claim does not answer the short-answer question.
- Ensure scholars understand how this feedback is transferable to their own work and know what they must do to improve.

Give scholars 2 minutes to revise their main ideas or claims based on the discussion.

Read and Write — 20 minutes

- Scholars read and annotate the remaining documents on pages # of the Unit 7 Sourcebook and write a clear and concise answer to each short-answer question in the Unit 7 Workbook. Hold scholars accountable for the clarity and strength of their claims!
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their thinking. Can their main idea annotations be made stronger? Are their claims simple and clear? Are they revising their writing?
 - Hold scholars accountable for implementing the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' short answers and provide feedback on the quality of their work. Prioritize the most important change scholars must make both to improve the strength of their claims as well as of their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 3: Jacksonian Democracy (DBQ Writing)

Central Question: To what extent did President Andrew Jackson promote democratic values?

What Does Success Look Like?

Scholars can plan and draft clear and compelling written arguments that answer a historical question with strong theses and evidence that supports or proves their theses.

Do Now — 5 minutes

- Scholars revise their short answers from the previous lesson based on the feedback you gave them.

Plan — 15 minutes

- With partners or in small groups, scholars discuss possible answers to the DBQ Task. Ensure that scholars explain why Jackson did or did not promote democratic values.

- Lead a whole-class discussion on possible answers to this task. Remind scholars that there is not a single right answer to this question, but they must have evidence to defend their answers!
 - Call on pairs to share out their answers and defend them with evidence from Documents A through D.
 - Have scholars evaluate one another's answers. Scholars should consider whether each idea is compelling and based on evidence from the text.
 - Give scholars feedback on the clarity and quality of their answers. Are their answers precise and succinct? Can their answers be backed up by the text?
- During the discussion, chart strong vs. weak answers. Ensure that scholars can explain what makes a particular answer strong vs. weak.
- Tell scholars that their answers to this question will become their theses in their final DBQ essays. All of the evidence in an essay must prove this thesis.
- After the discussion, give scholars 2 minutes to determine their own theses on the planning page of the DBQ in the Unit 7 Workbook.
- Ensure that scholars are not just copying an answer that was discussed but are actually formulating their own theses based on the discussion.

Outline and Draft — 30 minutes

Outline (15 minutes)

- Scholars create an outline for their DBQ essays on the planning page of the DBQ by finalizing their theses and determining the three strongest pieces of evidence from Documents A through D that support their theses, based on their work in the previous lesson and the class discussion.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar explain his or her thesis. Does that thesis answer the DBQ Task? Is it compelling? Does the evidence selected actually prove this thesis?
 - If scholars are struggling to choose strong evidence, have them write how each document helps answer the DBQ Task on each document or in their outlines.

Draft (15 minutes)

- Scholars use their outlines to draft their DBQ essays. As scholars draft, they must focus on proving their theses with strong evidence from at least three different documents.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain their writing. Can their writing be made stronger?
 - Ensure that scholars are using relevant evidence to prove their theses in their DBQ essays.
 - Ensure that scholars are revising their writing to make sure it is simple and clear.
 - Hold scholars accountable for rereading their writing and eliminating any typos and errors in basic conventions.
 - Coach scholars on how to implement the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' drafts and provide feedback on the quality of their work. Prioritize the most important change scholars must make to improve the strength of their theses and supporting evidence in this essay as well as in their future writing. Use your study of scholar work to determine a common trend in scholars' writing.

Lesson 4: Jacksonian Democracy (DBQ Writing)

Central Question: To what extent did President Andrew Jackson promote democratic values?

What Does Success Look Like?

Scholars revise their essays based on individualized teacher feedback to make their essays stronger and clearer and understand how to use their feedback to grow as writers.

Preparation

- To complete this revision, before class you must:
 - Choose an example and non-example draft essay from the previous lesson to use in the Launch and Mini-lesson. If there is no strong example piece, plan to use your own teacher model piece.

Do Now — 5 minutes

- Scholars read your feedback on their initial drafts of their DBQ essays and discuss with a partner how they will apply this feedback in their revisions today.

Launch — 10 minutes

- The launch is your opportunity to provide a whole-class model of excellence and explain the biggest issue that holds scholars back from achieving excellence. The launch should end with scholars describing how this piece of writing exemplifies the Habits of Great Writers.
 - Reread the DBQ Task with scholars: To what extent did President Andrew Jackson promote democratic values?
 - Then share an example draft from the previous lesson. Have scholars discuss 1) what makes the scholar's thesis compelling and 2) why the evidence selected is effective in proving this thesis.
 - Have scholars articulate to partners how the work study applies to their own writing today.

Mini-lesson — 10 minutes

- Choose an anonymous scholar's draft essay that demonstrates a whole-class trend from your study of scholar work in the previous lesson, and show this scholar's line-edited draft to the class.

- Have the class work together to apply your individualized feedback to begin to revise the DBQ essay. Then call on scholars to articulate how this scholar must apply this feedback to all writing moving forward.
- Set your expectations for how scholars will apply their individualized feedback to revise their work today.

Revise 1 — 10 minutes

- Scholars use their individualized feedback to revise their DBQ essays.
- Set the expectation that scholars should use this entire time to revise their work based on the feedback you have given them. Explain that some scholars may need to start from scratch, and that is OK! Note that this time will only be productive if you have given every scholar individualized feedback.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have scholars explain the feedback that they have received, as well as their plan to apply it.
 - Coach scholars on how to apply your feedback.

Mid-Workshop Teach — 5 minutes

- Share an essay that has greatly improved through revision. Have the scholar explain how he or she has applied his or her feedback to effectively revise.
 - If there is a clear whole-class misconception that must be addressed, share an anonymous example of that trend. Have the class discuss how the scholar needs to change his or her approach to revision in order to make more substantial changes.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to their partners how they will revise their work based on the Mid-Workshop Teach.

Revise 2 — 10 minutes

- Scholars use the transferable takeaway from the Mid-Workshop Teach to continue revising their essays.
- Set the expectation that scholars should use the ENTIRE time to continue revising their essays.
- Spend 2 to 3 minutes working with three to five scholars.
 - Help scholars focus on what is most important: a strong thesis and supporting evidence.
 - Coach scholars on how to apply your feedback.

Homework

- Scholars read “The Indian Removal Act” on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Teacher Feedback Guidance

- Before the next lesson, give scholars a final grade on their revised essay, as well as one transferable next step that they must apply to their next piece.

Lesson 5: American Indian Removal and Resistance (Source Analysis)

Central Question: How did Native Americans respond to federal Indian removal policies?

Historical Background

Jackson's reputation as a champion of the "common man" is debatable, but his legacy as the instigator of forced Indian removal policies is not. Begun under Jackson, the federal government in the 19th century forcibly removed native nations from their ancestral homelands in the eastern United States to lands west of the Mississippi River. The policy traced its direct origins to the administration of James Monroe, and it reflected conflicts between European Americans and Native Americans that had been occurring since the 17th century, which escalated as white settlers increasingly pushed westward. But the Indian Removal Act, signed by President Jackson in 1830, accelerated removal efforts with the full force of the United States Army. Despite varied forms of resistance, including legal challenges endorsed by the Supreme Court and armed defense of native territory, the act endured. The most infamous event of Indian removal was the Trail of Tears, when, in 1837, thousands of Cherokees were forced off their lands in Georgia and marched to Indian Territory after a small group of Cherokee signed a federal treaty; many died along the treacherous journey.

For more background, read "The Indian Removal Act" on the Gilder Lehrman Institute of American History website (free login required) and "American Expansion Turns to Official Indian Removal" on the National Park Service website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Indian Removal Act
- The Trail of Tears

Scholars understand the policies toward Native Americans pursued by presidential administrations through the Jacksonian era and can explain the various strategies of Native Americans to resist and ultimately survive removal.

Do Now — 5 minutes

- Scholars complete the Unit 7 Lesson 5 Do Now in the Unit 7 Workbook.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.

- Pose today's Central Question, and invest scholars in continuing their study of democracy during the Age of Jackson.

Watch (3 minutes)

- Watch the video "The Smithsonian: How the Brutal Trail of Tears Got Its Name" on YouTube.
- Tell scholars to think about the following question as they watch the video:
 - How did Indian Removal affect native nations in the Eastern United States?

Discuss (5 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the video.
 - Before 1830, how did the federal government interact with native nations?
 - Make a connection to the Big Ideas. Ask: Did the process of Indian removal conflict with President Jackson's ideas about democracy? Why or why not?

Investigate — 20 minutes

- Scholars read and annotate Documents A through D on page # of the Unit 7 Sourcebook. After reading each source, scholars write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - How did American Indian responses to federal Indian removal policies differ?
 - Why did some leaders believe agreeing to federal policy was the best approach? Why did others disagree?
 - Make a connection to the Essential Question. Ask: To what extent did Indian removal reflect the will of American Indians?

Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
 - How did Native Americans respond to federal Indian removal policies? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “What Was the Second Middle Passage?” on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 6: King Cotton and American Slavery (Source Analysis)

Central Question: How did the cotton economy change American slavery in the 19th century?

Historical Background

Indian removal policies opened up vast swaths of land in the Southern United States for white settlement, and Southern landowners quickly made use of the land for an increasingly valuable new cash crop: cotton. By the 1790s, the textile industry in Britain and New England was exploding, increasing demand for cotton. Eli Whitney’s cotton gin, which easily separated cotton fiber from its seeds, made a once labor-intensive process dramatically less so. Many Americans benefited from the rise of a new cotton economy: Southern planters, Northern bankers and shippers, and the textile industry. Cotton transformed the United States, making land in the Lower South extraordinarily profitable. Growing more cotton also meant an increased demand for slaves, who, after the ban on the international slave trade, became increasingly valuable. Slaves in the Upper South were bred and sold “down river” to cotton plantations in droves. This created a Second Middle Passage, the second largest forced migration in America’s history. To feed “King Cotton,” this massive domestic slave trade supplied slaves to states and territories. And in order to control the rapidly growing slave population and increase production — and profits — slavers became increasingly restrictive and violent.

For more background, read and watch the content on “Many Rivers to Cross: The Cotton Economy and Slavery” on the PBS website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Term:

- Cotton gin

Scholars understand the origins of the Southern cotton economy and can explain how the cotton economy changed the demand for slave labor and the geography, movement, and experience of enslaved people in the 19th century.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the evolution of and responses to slavery in the 19th century.

Watch (4 minutes)

- Watch the video “Many Rivers to Cross: The Cotton Economy and Slavery” on the PBS website.
- Tell scholars to think about the following question as they watch the video:
 - How did the cotton economy affect slavery in the United States?

Discuss (4 minutes)

- In pairs, scholars discuss the question posed at the beginning of the video as well as the question below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the video.
 - Why did a domestic slave trade, or Second Middle Passage, develop?
 - Make a connection to previous content. Ask: How did President Jackson's Indian removal policies affect American slavery in the 19th century?

Investigate — 20 minutes

- Scholars read and annotate Documents A through C on page # of the Unit 7 Sourcebook. After reading each source, scholars write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - How was American slavery in the mid-19th century different from slavery in earlier periods of American history?
 - Why did American slavery change in these ways throughout the 19th century?

- Make a connection to the Big Ideas. Ask: Why does historian Henry Louis Gates, Jr., argue that “the years between 1830 and 1860 were the worst in the history of African-American enslavement”?

Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
 - How did the cotton economy change American slavery in the 19th century? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “Enslaved People’s Resistance” on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 7: Enslaved People’s Resistance (Source Analysis)

Central Question: How did enslaved African Americans resist slavery throughout the 19th century?

Historical Background

Despite the rapid expansion of slavery and efforts of slaveholders to crush the spirits of the growing numbers of enslaved African Americans, the enslaved found countless ways to resist. For most, resistance took the form of quiet or passive acts of rebellion. Some resistance was expressed through art and culture. Enslaved people created their own “invisible churches” that brought together African roots and African needs. Black worshippers sang spirituals that inspired hope, fostered spiritual resistance to slavery, and at times communicated secret messages about escape. Quiet resistance sometimes flared into open rebellion. When pushed too hard, enslaved people refused to work, rejected orders, or struck back violently. Denmark Vesey and Nat Turner attempted two of the largest slave rebellions of the era. Vesey was caught before he could take action, but Turner and his men successfully killed at least 57 people before he was captured. Vesey’s and Turner’s rebellions panicked white Southerners, prompting Southern states to pass even stricter slave codes by the mid-19th century.

For more background, read “Nat Turner’s Slave Uprising Left Complex Legacy” on the National Geographic website, and browse the “Slave Resistance Digital Exhibition” on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Nat Turner

Scholars understand the horrific conditions experienced by enslaved African Americans and can explain how African Americans used violent and nonviolent methods to resist these conditions.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the evolution of and responses to slavery in the 19th century.

Watch (4 minutes)

- Watch the video “Forms of Rebellion” on the History Channel.
 - Before watching, tell scholars that they will hear racial language and see depictions of violence in this video. These are included to accurately reflect the brutality of 19th-century slavery and the experience of those who were enslaved at that time.
- Tell scholars to think about the following question as they watch the video:
 - How did enslaved African Americans resist enslavement?

Discuss (4 minutes)

- Pairs of scholars discuss the question posed at the beginning of the video as well as the question below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the video.
 - Why did most enslaved African Americans use passive acts of resistance?
- Make a connection to previous content. Ask: How did 19th century resistance compare to the methods used by enslaved people during the colonial period?

Investigate — 20 minutes

- Scholars read and annotate Documents A through C on page # of the Unit 7 Sourcebook. After reading each source, scholars write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - How did methods of resistance differ among enslaved people?
 - How did life on cotton plantations shape the way enslaved African Americans resisted slavery?
 - Why did active resistance to enslavement become harder over the course of the 19th century?
 - Make a connection to the Big Ideas. Ask: How did white reactions to slave resistance affect democratic society in the South?

Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
 - How did enslaved African Americans resist slavery throughout the 19th century? Justify your argument with at least two concrete pieces of evidence from two different sources.

Homework

- Scholars read “The First Age of Reform” on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 8: The First Age of Reform (Gallery Walk)

Central Question: How did social movements during the First Age of Reform hope to change 19th-century society?

Historical Background

As slavery became increasingly entrenched in the American South, and Southern society grew more and more restrictive over enslaved people, a religious revival — the Second Great Awakening — brought religion to more Americans than ever before. The movement encouraged a renewed sense of moral duty to improve society. As the United States began industrializing and wealth increased, poverty and crime increased as well. Many of the reform movements inspired by the Second Great Awakening, such as temperance and education reform, hoped to tackle the root of these problems in society. Others, such as the abolition movement, had existed long prior but benefited from a renewed fervor to rid the nation of moral decay, including the “peculiar institution” of American slavery. Issues of morality were seen as the natural realm of women, making these movements a natural stepping stone into public life. Although many of these movements had a long battle ahead and did not see immediate success, they changed the way Americans saw their role as moral agents in their society.

For more background, read “Education Reform” and “Transcendentalism and Social Reform” on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Second Great Awakening
- William Lloyd Garrison
- Colonization movement

Scholars understand the importance of the Second Great Awakening and First Age of Reform and can explain the philosophies and goals of antebellum education, temperance, prison, and abolition movements.

Preparation

- To complete this gallery walk, before class you must:
 - Print all texts and images on cardstock and distribute at each respective station.
 - Determine how you will present video or audio content, if necessary.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in beginning their study of the social movements that arose in the United States during the 19th century.

Read (5 minutes)

- Read "Revival Sermons and the Second Great Awakening" on page # of the Unit 7 Sourcebook.
- Tell scholars to think about the following question as they read:
 - How did the Second Great Awakening influence American society?
- Scholars read and annotate the source, writing a main idea next to the title.

Discuss (3 minutes)

- Pairs of scholars discuss the question posed at the beginning of the reading. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from the homework and the text.
 - Make a connection to the Big Ideas. Ask: How did the Second Great Awakening influence other social movements in the United States?

Investigate — 20 minutes

- Divide scholars into five groups. Assign each group one of these stations to begin the gallery walk: Temperance (page # of the Unit 7 Sourcebook), Education Reform (page # of the Unit 7 Sourcebook), Prison Reform (page # of the Unit 7 Sourcebook), Colonization (page # of the Unit 7 Sourcebook), and Abolition (page # of the Unit 7 Sourcebook).
- Explain that each group will examine the images, watch the videos, or read the text at their assigned station for 4 minutes before switching to the next station.
- After examining the sources, scholars should record their observations and inferences.
- Circulate to determine the major trends in scholars' work, and conference with groups of scholars as they rotate between stations.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - What did 19th-century social reformers hope to accomplish? Why?
 - How did social reform movements change the role of women in the public sphere?
 - Make a connection to the Essential Question. Ask: To what extent did reform movements attempt to make the United States more democratic?

Exit Ticket — 10 minutes

- **Write a paragraph of no more than 200 words:**
 - How did social movements during the First Age of Reform hope to change 19th-century society? Justify your argument with at least two concrete pieces of evidence **from different stations**.

Homework

- Scholars read "Seneca Falls and Women's Rights" on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 9: Women's Rights (Jigsaw)

Central Question: Why did American women begin fighting for their rights in the mid-19th century?

Historical Background

In the early decades following the American Revolution, early social reformers argued that women were equal in intellect and abilities to men. Even so, the values and traditions of the period constrained the role of women outside the home. But by the 1830s, pockets of antebellum reformers, influenced by late 18th-century ideals of republican womanhood and egalitarian Christian values espoused by the preachers of the Second Great Awakening, argued for a woman's right to speak out on moral and political issues. Women began to gain traction as leaders within larger reform movements in this First Age of Reform. Facing discrimination even within "progressive" social movements, especially for abolition, women reformers launched the Seneca Falls Convention in 1848 and ignited a distinct women's rights movement.

For more background, read "19th Century Feminist Writings" on the Gilder Lehrman Institute of American History website (free login required).

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Women's suffrage
- Seneca Falls Convention
- Elizabeth Cady Stanton
- Susan B. Anthony
- Sojourner Truth
- Harriet Hunt

Scholars understand the significance of the 1848 Seneca Falls "Declaration of Sentiments" and can explain the motivations and activities of women from different racial and social groups in the early women's rights movement.

Preparation

- To complete this jigsaw, before class you must:
 - Make a plan for how you are going to divide scholars into groups for the jigsaw.
 - Ensure each scholar has the Lesson 9 Note-taking Template on in the Unit 7 Workbook accessible so that notes are purposeful and that scholars are clear on your expectations.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the social movements that arose in the United States during the 19th century.

Read (5 minutes)

- Read the "Declaration of Sentiments" on page # of the Unit 7 Sourcebook.
- Tell scholars to think about the following question as they read:
 - How does this declaration criticize the role of men in American society?
- Scholars read and annotate the source, writing a main idea next to the title.

Discuss (5 minutes)

- Scholars, in pairs, discuss the question posed at the beginning of the reading as well as the questions below. Then call on pairs to share out. Insist that scholars answer your question with claims supported by evidence from the homework and the text.
 - Why did Stanton and Mott organize the Seneca Falls Convention in 1848?
 - Make a connection to previous content. Ask: Why did Stanton use the Declaration of Independence as a model for the Declaration of Sentiments?

Investigate — 15 minutes

- Remind scholars that the purpose of a jigsaw lesson is to become experts at one topic so they are able to teach their peers. Set the expectations that scholars should be prepared to clearly and concisely share about their assigned topic at the end of their group work time.
- Divide scholars into groups, and assign each group one of the following four women's rights leaders: Elizabeth Cady Stanton (page # of the Unit 7 Sourcebook), Susan B. Anthony (page # of the Unit 7 Sourcebook), Sojourner Truth (page # of the Unit 7 Sourcebook), or Harriet Hunt (page # of the Unit 7 Sourcebook). Each group reads and annotates the documents for its assigned topic. After reading, scholars write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Teach — 10 minutes

- Remind scholars that they are responsible for learning from their classmates during this time and should take notes in their Lesson 9 Note-taking Template in the Unit 7 Workbook during each presentation.
- Have scholars from each group present about their topic to the class in 2 minutes or less.
- As scholars share, chart the main takeaways from each group, and display this chart in your classroom for reference throughout the unit.

Discuss — 5 minutes

- After each group presents, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - Why did different women reformers become active in a movement for women's rights?
 - How did the methods of women leading the suffrage movement differ?
 - Make a connection to the Essential Question. Ask: How did the 19th-century women's rights movement attempt to make the United States more democratic?

Exit Ticket — 5 minutes

- Scholars complete the Lesson 9 Exit Ticket independently in the Unit 7 Workbook.

Homework

- Scholars read "Immigration and Nativism" on page # of the Unit 7 Sourcebook in preparation for the next lesson.

Lesson 10: Immigration and Nativism (Source Analysis)

Central Question: Why did the American nativist movement rise in the mid-19th century?

Historical Background

Although many movements in the 19th century attempted to improve American society through egalitarian social reforms, the nativist movement was decidedly antidemocratic. Irish immigrants, who began arriving in the United States in significant numbers in the 1840s as a result of the Great Famine, faced especially harsh discrimination because of their Catholicism in a Protestant United States, newly evangelized by the Second Great Awakening. This discrimination was not subtle or hidden; newspaper classified advertisements blatantly blared "No Irish Need Apply." Nativist movements grew especially powerful in Northern cities, where increasing numbers of Irish immigrants arrived. Within a few years, nativists coalesced around the anti-Catholic, anti-immigrant American Party, whose members were called the "Know-Nothings" because they claimed to "know nothing" when questioned about their politics. Party members vowed to elect only native-born citizens — but only if they weren't Roman Catholic. Buoyed by

the war cry “Americans must rule America!,” the Know-Nothings elected eight governors, more than 100 congressmen, and mayors of cities that included Boston, Philadelphia, and Chicago in the mid-1850s.

For more background, read “When America Despised the Irish: The 19th Century’s Refugee Crisis” on the History Channel website.

What Does Success Look Like?

Scholars understand and can fluently use the following Unit 7 Key Terms:

- Nativism
- Know-Nothing Party

Scholars understand the factors that drove immigration in the 19th century, especially from Germany and Ireland, and can explain the hostility these immigrants faced from American nativists.

Do Now — 5 minutes

- Scholars complete the Unit 7 Lesson 10 Do Now in the Unit 7 Workbook.

Context — 10 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today’s Central Question, and invest scholars in continuing their study of the social movements that arose in the United States during the 19th century.

Examine (5 minutes)

- Examine the political cartoon The Usual Way of Doing Things on page # of the Unit 7 Sourcebook.
- Tell scholars to think about the following question as they study the cartoon:
 - How did Nast characterize Irish immigrants in his cartoon?
- Scholars study the political cartoon and write a main idea next to the title.

Discuss (3 minutes)

- Pairs of scholars discuss the question posed at the beginning of class as well as the questions below. Then call on pairs to share out. Insist that scholars answer your questions with claims supported by evidence from the homework and the political cartoon.
 - Based on the cartoon, how did some Americans view Irish immigrants in the 19th century?
 - Make a connection to the Big Ideas. Ask: How did the Protestant Second Great Awakening most likely influence views of Irish immigrants — most of whom were Catholic?

Investigate — 20 minutes

- Scholars read and annotate Documents A through E on page # of the Unit 7 Sourcebook. After reading each source, scholars write a main idea next to the title of the source.
- Circulate to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the document he or she is reading. Ask: What is the main idea of this document? How do you know? How does this document help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the document.

Discuss — 5 minutes

- Scholars discuss the following questions as a whole class. Insist that scholars answer your questions with claims supported by evidence from the documents. Ensure the discussion leads scholars to answer the Central Question.
 - Why did nativists characterize Irish immigrants as a threat to the United States?
 - How were nativist attitudes toward Irish immigrants influenced by other 19th-century movements?
 - Make a connection to the Essential Question. Ask: How did nativist hostility toward immigrants affect American democracy in the 19th century?

Exit Ticket — 10 minutes

- Write a paragraph of no more than 200 words:
 - Why did the American nativist movement rise in the mid-19th century? Justify your argument with at least two concrete pieces of evidence from two different sources.

Lesson 11: The Legacy of the Age of Reform (PBL)

Central Question: How did 19th-century reform movements and their leaders influence American society?

Historical Background

The First Age of Reform fundamentally redefined American society in myriad ways, even if the aims of mid-19th-century reformers went unfulfilled for decades — or even beyond the lifetime of the movement's leaders. From sparking the national cry for abolition that would ultimately lead to a bloody civil war, to transforming social institutions such as public prisons and schools, to upending the prevailing gender norms of the day and reimagining an equal society for women, these movements and their leaders attempted to strengthen American society and democracy. The short- and long-term impacts of other movements, such as temperance and the first wave of nativism, had less egalitarian aims, and the consequences of these movements were nonetheless significant over time. The legacy of antebellum reform movements and their leaders are complex and worthy of deeper analysis.

For more background, review relevant resources provided in earlier lessons throughout this unit.

What Does Success Look Like?

Scholars conduct and organize research to assess the impact of movements for education, abolition, prison reform, temperance, or women's suffrage or one of these movements' principal leaders on American society.

Preparation

- To begin this project, before class you must:
 - Organize and share texts and other sources from previous lessons on the reformers and movements scholars may choose to study further..
 - Create your own teacher model to use in the model portion of this lesson.
 - Scholars will work in partnerships throughout this project. Preselect partners strategically in advance of this lesson, or set expectations for how scholars will choose their partner in class.
 - Ensure each scholar has the Wall Plaque Planning Guide in the Unit 7 Workbook accessible.
 - Ensure you have printed the Wall Plaque Template from the Unit 7 Workbook on cardstock for each scholar
 - Gather colored pencils for illustrating, and organize these materials in a place accessible to scholars for easy use during project work.

Do Now — 5 minutes

- Scholars revise their Exit Tickets from the previous lesson based on the grade and feedback you gave them.

Teacher Model — 5 minutes

Launch (2 minutes)

- Review the Big Ideas from the previous lesson by having scholars quickly share their takeaways from the lesson.
- Pose today's Central Question, and invest scholars in continuing their study of the social movements that arose in the United States during the 19th century.
- Explain that today, scholars will begin a two-day project researching the impact of one of the reformers or reform movements they have studied in Unit 7 and representing this impact on a wall plaque to create a classroom museum about the First Age of Social Reform.

Teacher Model (3 minutes)

- Show scholars your own exemplar project as a model for how scholars will create their own projects. As you do, share with scholars why you chose a particular movement or individual reformer, and highlight the information and illustration you included.
- After viewing your project, scholars discuss the following questions as a whole class. Insist that scholars answer your questions with specific evidence from your project example.
 - How does my project convey a clear and compelling idea about my reformer?
 - How do the information and illustrations I include develop this idea?

Planning — 25 minutes

Investigate (15 minutes)

- Explain that scholars will be working with a partner to conduct research and plan their project.
- Tell scholars that their wall plaques must portray a powerful and compelling idea supported by strong visual evidence, just as in the teacher model.
 - Remind scholars that visual projects, just like written pieces, make arguments, and all arguments require a strong idea with supporting details.
- Divide scholars into partnerships, and assign each group a reform movement and/or reform leader, listed in the Unit 7 Workbook. Each group conducts research for its assigned topic using the sources you shared from previous lessons and additional research online.
- Direct scholars on how to choose high-quality, accurate websites for their research, using the "Scholar Research Guidance" in the Unit 7 Workbook.
- While researching, scholars write notes into Part I of their Wall Plaque Planning Guide.
- Circulate to determine the major trend in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the main idea of the articles he or she is reading. Ask: What is the main idea of this article? How do you know? How does this article help answer the Central Question?
 - Hold scholars accountable for staying focused on the main idea of the article.

Planning (10 minutes)

- Scholars meet with their partner and use Part 2 of their Wall Plaque Planning Guides to plan their projects, writing their ideas, planning the details they will use to support them, and mapping out how they will present this information in their projects.
- Actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine the major trends in scholars' work.

Mid-Workshop Teach — 10 minutes

- Share an example plan. Have scholars discuss how the plan illustrates the pair's idea with clear and coherent organization.
- Share a non-example plan. Have scholars discuss why the plan lacks an idea and/or clear and coherent organization.
- Ensure scholars understand how this feedback is transferable to their own work.
- Scholars articulate to partners how they will revise their final plans based on what they have learned.

Revision — 5 minutes

- Scholars use the transferable takeaway from the Mid-Workshop Teach to revise their plans.

- Spend 2 to 3 minutes working with three to five scholars.
 - Ensure all scholars are rereading their plans to ensure they have strong ideas and clear organization.
 - Help scholars focus on what is most important: ideas and supporting details.
 - Coach scholars on how to implement the feedback you've given them.

Teacher Feedback Guidance

- Before the next lesson, review scholars' completed plans and provide feedback on the quality of their work. Focus on the quality and clarity of scholars' ideas for their artwork and the details they plan to use to support them.

Lesson 12: The Legacy of the Age of Reform (PBL)

Central Question: How did 19th-century reform movements and their leaders influence American society?

What Does Success Look Like?

Scholars create and revise their projects and prepare to display them to the class.

Preparation

- To complete this project, before class you must:
 - Ensure you have printed the Wall Plaque Template from the Unit 7 Workbook on cardstock for each scholar.
 - Choose an example and a non-example plan from the previous lesson to use in the Launch. If there is no strong example piece, plan to use your own teacher model piece.
 - Gather colored pencils for illustrating and organize these materials in a place accessible to scholars for easy use during project work.

Do Now — 5 minutes

- Scholars read your feedback on their plans and revise their plans based on your feedback.

Launch — 10 minutes

- Have scholars recall the previous lesson's Central Question, and invest scholars in continuing their study of the social movements that arose in the United States during the 19th century.
- Explain that scholars will use their plans from the previous lesson to create their illustrations today.
- Choose an example plan from the previous lesson. As a class, discuss the features that make this plan effective and how scholars will use their planning to create accurate and compelling artwork.

- Explain what scholars must do to finish their projects by the beginning of the next lesson, and invest them in doing their best work to display in your classroom!
- Remind scholars to apply your feedback on their planning guides to their project work today, as well.

Project Work — 25 minutes

- Explain that scholars will be working in their groups to create their wall plaques. Scholars get into assigned groups and create their wall plaques, referring to their research notes and their wall plaque template as they work.
- Actively circulate to reinforce your expectations for strong ideas and persuasive visual evidence in project work and to determine the major trends in scholars' work.
- Spend 2 to 3 minutes working with three to five scholars.
 - Have each scholar tell you the idea conveyed by his or her wall plaque. Can the idea be made stronger? How can the wall plaque convey the idea more effectively? Is the wall plaque interesting and visually compelling?
 - Hold scholars accountable for implementing the feedback you've given them.
 - Hold scholars accountable for staying focused on conveying the impact of their reform movement or individual.

Wrap-up — 5 minutes

- Show an example project to the class. Look for work that clearly and compellingly illustrates the influence of 19th-century reform movements and leaders on American society.

Extra Credit

Scholars who have completed *all* of their regular homework assignments may choose to complete an assignment for extra credit.

Prompts: Scholars may choose one of the following prompts about Big Ideas in American history.

- Should President Andrew Jackson remain the face on the \$20 bill? Why or why not?
- Why did the American North and South grow increasingly divided over the institution of slavery in the mid-19th century?
- Choose a reform movement of the antebellum era. Explain the extent to which this reform movement made American society more democratic.

Project Menu: Scholars may then choose to respond to the prompt chosen above with one of the formats outlined below.

- **Thematic Essay:** Scholars write a thematic essay that answers one of the extra credit prompts, drawing on evidence both from the unit and from their own independent research.
- **Podcast:** Scholars create an original podcast that answers one of the prompts above. The podcast should be 5–8 minutes long. Podcasts must draw on evidence both from the unit and from scholars' own independent research.

- **“Docudrama”:** Scholars create a “docudrama” that answers one of the prompts above. A docudrama is a dramatized video that tells the story of historic events. The docudrama should be 5–8 minutes long. Docudramas must draw on evidence both from the unit and from scholars’ own independent research.
- **Interview:** Scholars record (video or podcast) an interview with a “historian” or a historical figure in order to answer one of the prompts above. The historian or historical figure must be the scholar. A parent, a classmate, or a teacher should be the interviewer. Interviews should be 5–8 minutes long. Interviews must draw on evidence both from the unit and from scholars’ own independent research.
- **Propose your own project:** Scholars may propose to do their own project. These projects must still answer one of the extra credit prompts, and any project proposal must draw on evidence both from the unit and from scholars’ own independent research.