

**LOS ANGELES UNIFIED
SCHOOL DISTRICT**

**Grade 8
United States
History and Geography**

Instructional Guide

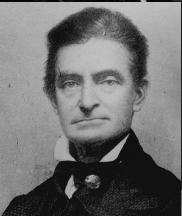
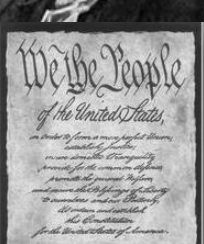


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Teacher Resource Pack

For further information and resources, please visit the History/Social Science webpage at:

www.lausdhss.org



Acknowledgements

This publication reflects the collaborative efforts of many educators. Completion of this Instructional Guide required a network of personnel that included central office, local district, and school site content leaders working together with a common understanding of Disciplinary Literacy and best classroom practices to support student academic performance. Appreciation is extended to the following educators who worked have worked on past and present publications:

Local District Personnel

District 1	Shanna Sarris	District 5	Ray Aubele
District 2		District 6	Sandra Line
District 3	David Bernier	District 7	Steven Steinberg
District 4	Michael Sabin	District 8	Paul Valanis

We would also like to thank the following former Local District personnel: Sandra Gephart, Chuck Burdick, and Carlotta Redish-Dixon.

History/Social Science Advisory Panel

Herman Clay	Elaina Greenberg
Robert Canosa - Carr	Michael Reed
Cristy Mercado	Justin Sarris

Additionally, we would like to thank all of the Local District content lead teachers, department chairs, and all of those teachers who participated in the development process by completing surveys and faithfully providing feedback. It is through the collaboration of these dedicated individuals that this Instructional Guide was completed.

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Mission

It is the mission of History/Social Science professionals in LAUSD to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

It is our responsibility to create an environment in our classrooms that involves students in academic work that results in an advanced level of achievement and facilitates the skills and dispositions needed for civic participation.

The curricular goal of democratic understanding and civic values is centered on an essential understanding of our nation's identity and constitutional heritage; the civic values that form the foundation of the nation's constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens. (History-Social Science Framework for California Public Schools, 2001 Update, p.20)

Vision

To create a universally accessible, culturally relevant learning environment grounded in research and collaboration that promotes disciplinary literacy and habits of mind in History/Social Science, and thereby supports high levels of meaningful participation in the local and global community.



Goals of the *Instructional Guide*

Student Learning

- To ensure all students learn rigorous, meaningful skills and content in History/Social Science in a manner that is engaging, inquiry-based and culturally relevant.
- To ensure that all students are life long learners of History/Social Sciences and are thus empowered and active citizens.

Teacher Learning

- To support and facilitate teachers' use of reflective practice, participation in professional dialogue and exploration of historical and educational research both personally and collaboratively.
- To deepen teacher understanding and knowledge of History/Social Science and the pedagogical practices needed to implement a rigorous, meaningful curriculum for all students.

District/School

- To provide multiple avenues for history teachers and their colleagues to engage in professional conversations, explore research, and deepen their understanding and knowledge of History/Social Science content and pedagogy.
- To provide adequate resources, instructional materials, and time to support the development of professional History/Social Science teaching and learning communities in schools and throughout the District.

Parent/Community

- To develop and communicate clear expectations about the mission of History/Social Science in LAUSD and to develop partnerships to support that mission.
- To provide assistance for parents to support student learning in History/Social Science.



History/Social Science Instructional Guide Overview

The *History/Social Science Instructional Guide* for grade 8 provides a contextual map for teaching all of the California History/Social Science Standards. The *Guide* provides the foundation for building a classroom curriculum and instructional program that engages *all* students in rigorous and dynamic learning. Aligned to the *California History/Social Science Standards Framework for California Public Schools*, the instructional resources in the *Guide* support District initiatives to close the achievement gap and raise all students to proficient performance in History/Social Science. The *History/Social Science Instructional Guide* is one part of a systemic approach to the teaching of history that involves instruction, professional development, and assessment.

Background

In order to evaluate programs and determine students' proficiency in knowing the content called for by the California Academic Content Standards, the state has established the Standardized Testing and Reporting (STAR) Program, of which the California Standards Tests (criterion-referenced assessments aligned to the California Academic Content Standards in English, mathematics, science, and history-social science) are a component. California Standards Tests (CSTs) have been given annually since 1999 in English and mathematics (grades 2-11), science (grades 9-11), and history-social science (grades 8, 10 and 11). The STAR Program is used by California to meet some of the requirements of the No Child Left Behind (NCLB) Act (PL 107-110), signed into law in January 2002.

The purpose of this *Instructional Guide* and the accompanying *Periodic Assessments* is to provide teachers with the support needed to ensure that students have received the history content specified by the California Academic Content Standards, and to provide direction for instruction or additional

resources that students may require in order for students to become proficient in history at their particular grade level. This *Guide* is intended to be the foundation of a standards-based instructional program in history, from which the local district, school and classroom will further enrich and expand based on the local expertise and available resources.

The Role of the *Instructional Guide* to Support Instruction

The *Instructional Guide* is a foundation for the teaching of history in Grade 8 and is designed to provide teachers with instructional resources to assist them in their implementation of a standards-based program. The *Guide* is also designed as a resource to support the implementation of a balanced instructional program.

The intent of this *Guide* is to support the efficient implementation of available resources in the LAUSD. This *Guide* should be used as a foundation at the local district level for the development of an instructional program that best utilizes the expertise and resources within that local district. Therefore, this *Guide* focuses on the efficient use of state-adopted textbooks as well as other resources found in many LAUSD schools.

In implementing this *Guide*, it is suggested that teachers work together to select the best combination of resources to meet their instructional goals and the specific learning needs of their students.



Organization of the *History/Social Science Instructional Guide*

The History/Social Science Instructional Guide for grade 8 is organized into three “Instructional Components” that map out the academic year. Included in each Instructional Component for grade 8 are the following:

Standards Set

The Standards Set lays the foundation for each Instructional Component and the Periodic Assessments. The Standards Sets were determined by analyzing the content of the California History/Social Science Standards for grade 8 and organizing the standards into a logical grouping for efficient and effective teaching. This curricular map also reflects the state ranking of the standards into a hierarchy indicated by “A”, “B”, “C”, and *. This ranking indicates the test frequency for each standard. The California Department of Education, in the 2005 testing blueprint, states: “The letter “A” indicates high emphasis, “B” medium, and “C” low. Some standards are not ranked for emphasis and are identified with an asterisk (*).”

Content Standards Groups

Within each Standards Set, two lessons are provided as models. These lessons are created to support “A” level standards and also to provide scaffolding for the students in a sequential manner to prepare them for the final periodic assessment. Each lesson incorporates historians’ “habits of mind” as a method to apprentice students to read, write and think as historians.

Sample Questions

Sample questions provide the teacher and student with a key idea from each standard.

Writing Task and Scaffolding Strategies Within the Model Lessons

The writing tasks are instructional tasks aligned to one or more of the high emphasis standards identified by the State of California Department of Education. Teachers may want to adopt or adapt these writing tasks for use in their classroom instructional programs. Each writing task sets clear expectations for student performance and includes scaffolding strategies that teachers might use in designing instruction that will provide students with the skills, knowledge, and conceptual understanding to perform successfully on the task.

Textbook References

Standards-aligned resources include textbook references from LAUSD adopted series that have been correlated with the Content Standard Group. These are provided to assist teachers in locating selections from text that align with each of the Standards Groups.

LAUSD teachers have access to one of the following textbooks at grade 8 1) Prentice Hall; 2) TCI. 3) McDougal Littell . Textbook references that are aligned to the California Science Standards in each textbook series are included in the *Instructional Guide*.

Appendix

An Appendix with District contacts and other useful information is included at the end of this *Instructional Guide*.



History/Social Science Instructional Guide Overview

I. Major District Initiatives

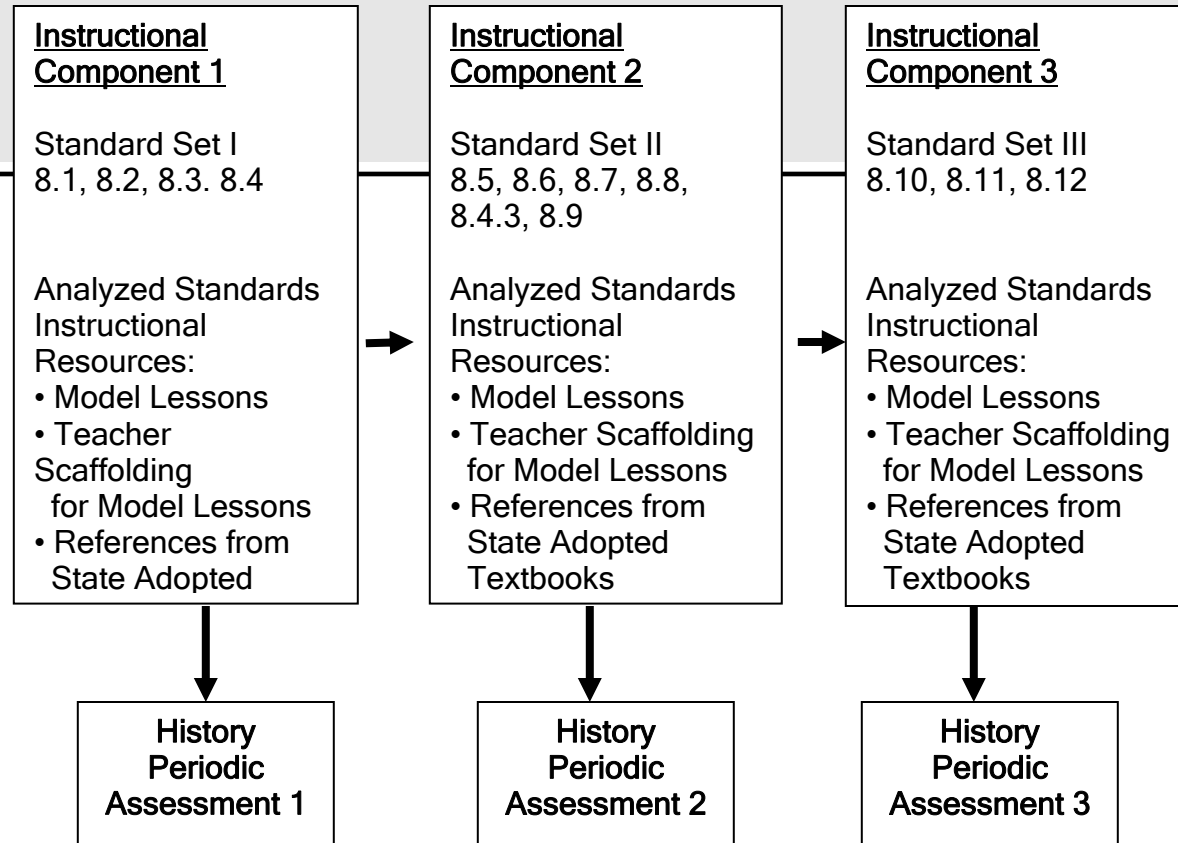
- Secondary Literacy Plan
- IFL Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

II. State of California Document

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

III. Assessment

- Periodic Assessment
- Scoring of Periodic
- Assessments



Appendices

- Meeting the Needs of All Students
- Enduring Understandings
- The Writing Process
- Primary Sources
- Standards for Civics and Government
- Standards for Environmental Education



Major District Initiatives

The *History/Social Science Instructional Guide* and Periodic Assessments are part of the larger District Periodic Assessment System that will support major Los Angeles Unified School District Initiatives: **Secondary Literacy Plan, Institute For Learning (IFL)- Nine Principles of Learning, Closing the Achievement Gap: Improving Educational Outcomes for Under-Achieving Students Initiative, and Small Learning Communities.**

A. Secondary Literacy Plan

The goal of the Los Angeles Unified School District's *Secondary Literacy Plan* is to enhance the District's efforts to provide learning opportunities and instruction to enable all middle and high school students to perform rigorous work and meet or exceed content standards in each content area. The plan is designed to address student and teacher needs and overcome challenges commonly faced in middle and high school today. The plan contains the following:

- Address literacy in all content areas.
- Help secondary teachers define their role in teaching reading and writing in their content area.
- Help struggling students with basic reading and writing skills and provide differentiated support.
- Train secondary content area teachers to develop skills and strategies to provide additional, differentiated support for students who lack basic reading and writing skills.
- Change the institutional culture and school structures of traditional middle and high schools that often isolate teachers and students and act as barriers to learning and change.

Under the direction of the Superintendent, Local District Superintendents, and Central Office, implementation of The *Secondary Literacy Plan* began in the 2000-2001

school year. The following changes in the institutional and school structures must occur as the plan is implemented:

- Students must be taught and acquire new skills at the secondary level. Skills that students are taught in elementary school do not suffice for the complex reading tasks and cognitive processing that is required in the secondary curriculum.
- Literacy development must be an ongoing process whereby students learn to read, write and reason in the specific ways that are needed for different content areas and purposes.
- Secondary students need explicit instruction in reading and writing in order to develop deep conceptual understanding and to apply reading and writing strategies effectively in all content areas.
- Teachers must be equipped with the expertise that will enable them to help all students solve problems as readers and writers instead of labeling certain groups of students as problem readers and writers or ignoring low achieving students.
- Students must master the critical ideas in various content areas and learn to use reading, writing, speaking and thinking skills in each content area.

The Division of Instructional Support Services is presently engaged in a comprehensive review of all intervention strategies and programs. The office will bring forward recommendations that will better define our intervention programs and ensure that all interventions are research-based, effective and wed to classroom instruction. The office will identify specific interventions for grades K through 12, including a comprehensive review of the present Summer School/Intersession program and recommendations.



It is critical that, as we implement standards-based instruction, we have the capacity to diagnose student weaknesses and prescribe specific interventions that will help correct those weaknesses. In accomplishing this goal we will need to identify in-class strategies, extended day strategies and additional strategies that can be implemented in Summer School/Intersession.

In order to meet the challenges of the Secondary Literacy Plan, some action items are:

- Develop an instructional disciplinary literacy framework, and support standards-based instruction related to a specific content area. Content literacy addresses the development of literacy and content knowledge simultaneously.
- Organize instruction at the secondary level to create and support learning conditions that will help all students succeed.
- Implement a coherent ongoing professional development plan that will provide content area teachers with content-specific knowledge and expertise in order to meet the varied learning and literacy needs of all students.

- Structure an organizational design (literacy cadres and coaches) that will enhance a school's capacity to address the teaching and varied learning needs of students in grades 6-12. Create infrastructure that will include instructional models to support expert teaching of content aligned to the standards.
- Differentiate instructional programs to meet the varied needs of all students, particularly those who need extensive accelerated instruction in decoding, encoding, and reading fluency
- Strengthen curricular and instructional alignment with the content standards through the adoption of standards-based textbooks in Language Arts (grades 6-8) and English Language development (grades 6-12).

Figure 1 illustrates an overview of the Secondary Literacy Plan Components and shows the "content connections" between the disciplines of Science, English/Language Arts, Mathematics, and Social Studies. The interaction of the standards, professional development, assessment and evaluation combine to form an interactive system that promotes content literacy.

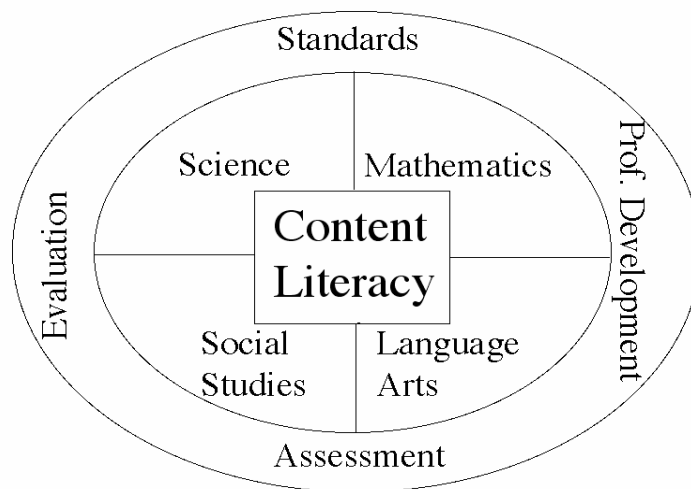


Figure 1- Secondary Literacy Chart



B. The Nine Principles of Learning

The Nine Principles of Learning from the Institute for Learning provide the theoretical foundation of research-based instructional practices that provide the foundation for the Secondary Redesign Comprehensive Plan. These nine principles are embedded throughout the Instructional Guide and underscore the guiding beliefs common in the 8 Local Districts that comprise the Los Angeles Unified School District.

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort and to send the message that effort is expected and that difficult problems lead to sustained work. High minimum standards are set and assessments are geared to these standards. All students are taught a rigorous curriculum matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. This principle is one of the guiding beliefs common in every school in the Los Angeles Unified School District.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated to professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

Fair and Credible Evaluations

We need to use assessments that students find fair and that parents, community, and employers find credible. Fair evaluations are ones for which students can prepare; therefore, tests, exams, classroom assessments, and curriculum must be aligned to the standards. Fair assessment also means that grading must be performed in relation to absolute standards rather than on a curve, so that students clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

Recognition of Accomplishment

We must motivate students by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is the hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks *en route* to the standards. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to an opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance on standards-based assessments is related to opportunities at work and in higher education.

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the "new basics" of the 21st century, but the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined.



This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk

Talking with others about ideas and work is fundamental to learning, but not all talk sustains learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner by calling on students to use the skills of intelligent thinking. By holding students responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students

from whom they expect much; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop and regularly use an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.



C. Culturally Relevant Teaching Methods to Close the Achievement Gap

In June of 2000, the LAUSD Board of Education approved a resolution that called for an Action Plan to eliminate the disparities in educational outcomes for African American as well as other students. Five major tenets, along with their recommendations, performance goals, and evaluations, are to be embedded into all District instructional programs. *The History/Social Science Instructional Guide* for Grade 8 supports these tenets that are listed below:

**Tenet 1
Students' Opportunity to Learn**

Comprehensive professional development for administrators, teachers, counselors, and coaches on Culturally Responsive and Culturally Contextualized Teaching will ensure that instruction for African American students is relevant and responsive to their learning needs.

**Tenet 2
Students' Opportunity to Learn (Adult Focused)**

The District will provide professional development in the Academic English Mastery Program (AEMP) to promote language acquisition and improve student achievement.

**Tenet 3
Professional Development for Teachers and Staff Responsible for the Education of African American Students**

The District will make every effort to ensure that its staff, Central, Local District, and School Site and their external support providers are adequately trained and have the pedagogical knowledge and skill to effectively enhance the academic achievement of African American students.

**Tenet 4
Engage African American Parents and Community in Education of African American Students**

Parents should be given the opportunity and tools to be the effective educational advocates for their children. The District will continue to support the efforts of its schools to engage parents in the education of their children through improved communications between schools, teachers, and parents.

**Tenet 5
Ongoing planning, Systematic Monitoring, and Reporting**

The disparities in educational outcomes for African American as well as other students will be systemically monitored and ongoing reflection and planning will occur at all levels in the District.

The following are basic assumptions upon which culturally relevant and responsive instruction and learning is built.

Basic Assumptions

Comprehensible: Culturally Responsive Teaching teaches the whole child. Culturally Responsive teachers develop intellectual, social emotional, and political learnings by using cultural referents to impart knowledge, skills, and attitudes.

Multidimensional: Culturally Responsive Teaching encompasses content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.

Empowering: Culturally Responsive Teaching enables students to be better human beings and more successful learners. Empowering translates into academic competence, personal confidence, courage, and the will to act.



Transformative: Culturally Responsive Teaching defies conventions of traditional educational practices with respect to ethnic students of color. It uses the cultures and experience of students of color as worthwhile resources for teaching and learning, recognizes the strengths of these students and enhances them further in the instructional process. Culturally Responsive Teaching transforms teachers and students. It is in the interactions with individual educators that students are either empowered, or alternately, disabled, personally and academically.

Emancipatory: Culturally Responsive Teaching is liberating. It makes authentic knowledge about different ethnic groups accessible to students and the validation, information, and pride it generates are both psychologically and intellectually liberating.

D. Small Learning Communities

The Los Angeles Unified School District is committed to the learning of every child. That commitment demands that every child have access to rich educational opportunities and supportive, personalized learning environments. That commitment demands that schools deliver a rich and rigorous academic curriculum and that students meet rigorous academic standards. Correspondingly, the large, industrial model schools typical of urban areas will be reconfigured and new schools will be built to accommodate Small Learning Communities. Those communities will be characterized by:

- Personalized instruction
- Respectful and supportive learning environments
- Focused curriculum
- Rigorous academic performance standards
- Continuity of instruction
- Continuity of student-teacher relationships
- Community-based partnerships
- Joint use of facilities

- Accountability for students, parents, and teachers
- Increased communication and collaboration
- Flexibility and innovation for students, parents, and teachers

The LAUSD is committed to the redesign of its schools. That commitment includes the willingness to treat students as individuals and the willingness to allow each school to fulfill the goals of the Small Learning Community ideals in the uniqueness of its own setting.



State of California Documents

The *History/Social Science Instructional Guide* for Grade 8 is built upon the framework provided by the *History-Social Science Framework for California Public Schools* © 2001, the *California Standards for the Teaching Profession*, and the *History-Social Science Content Standards for California Public Schools* © 1998. Each of these California documents has overarching implications for every grade level from K to 12.

The *History-Social Science Content Standards for California Public Schools, Kindergarten through Grade 12* represents the content of history-social science education and includes essential skills and knowledge students will need to be historically literate citizens in the twenty-first century. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. The *History-Social Science Framework for California Public Schools* is a blueprint for reform of the history-social science curriculum, instruction, professional preparation and development, and instructional materials in California. The history-social science standards contain a precise description of required content at each grade level. The framework extends those guidelines by providing the philosophical reasoning behind the creation of the standards and the goals for history-social science education in the state of California. “The object of the history-social science curriculum is intended to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future” (p.3). These documents drive history-social science instruction in California.

A. The California Content Standards

The California Content Standards in the *Instructional Guide* are organized into three instructional components. These components were created from the input of the Secondary History Social Science Cadres throughout the Los Angeles Unified School District. The instructional

components provide a map for student mastery of the content standards.

The introduction to the Standards states, “When students master the content and develop the skills contained in these standards, they will be well equipped for the twenty-first century” (p. vii).

B. History/Social Science Framework for California Public Schools

The *History-Social Science Framework for California Public Schools* supports the California History-Social Science Content Standards. The *Framework* “establishes guiding principles that define attributes of a quality history-social science curriculum at all grade levels.” Additionally, the Framework states, “as educators, we have the responsibility of preparing children for the challenges of living in a fast-changing society. The study of continuity and change is, as it happens, the main focus of the history-social science curriculum.” (p. 3)

These principles of an effective history-social science education program address the complexity of the content and the methods by which the curriculum is effectively taught. In addition to the seventeen distinguishing characteristics of the Framework, the LAUSD *Instructional Guide* is based on the following guiding principles:

- Teaching and learning of History/Social Science is inquiry based, with habits of mind that are unique to the discipline.
- All students can learn the habits of mind of the social sciences given adequate



models, coaching, tools, practice and feedback.

- History/Social Science educators have a unique and essential responsibility in the preparation of an educated, engaged citizenry.
- Educators need the adequate time, training, collaboration, resources and tools to implement inquiry and standards-based history instruction.

C. California Standards for the Teaching Profession

The *California Standards for the Teaching Profession* provide the foundation for teaching. These standards offer a common language and create a vision that enables teachers to define and develop their practice. Reflected in these standards is a critical need for all teachers to be responsive to the diverse cultural, linguistic, and socio-economic backgrounds of their students. The *California Standards for the Teaching Profession* provides a framework of six standards with 32 key elements that represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students. These standards are designed to help educators do the following:

- Reflect about student learning and practice
- Formulate professional goals to improve their teaching practice and
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks.

The teaching standards are summarized below. Further expansion and explanation of the key elements are presented in the complete text, *California Standards for the Teaching Profession*, which can be obtained from the California Commission on Teacher Credentialing or the California Department of Education.

Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.

Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Understanding and Organizing Subject Matter for Student Understanding

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area.



Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of on-going assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the

extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

These Standards for the Teaching Profession, along with the Content Standards and the History-Social Science Framework, provide guidance for our District to achieve the objective that all students achieve a "high degree of history-social science literacy."



History/Social Science Pedagogy

Philosophy

When designing the *History/Social Science Instructional Guide*, the Los Angeles Unified School District History/Social Science Branch sought to do the following:

- Deepen our understanding of Disciplinary Literacy and standards-based instruction.
- Examine what it means to think, read and write as a historian and how this translates into day-to-day standards-based lessons and formative assessments.
- Focus on the ability of teachers to use historical inquiry and primary source documents as an instructional strategy to engage the learner and to apprentice student-historians.
- Utilize primary sources to model how historians gather and interpret evidence and generate and modify hypotheses.
- Consider our civic mission to educate a thoughtful, informed citizenry capable of making informed choices.

The goal was to foster and promote an educational community where history

teachers apply this pedagogical knowledge and these instructional strategies in the classroom. Within that educational community teachers use formative assessments, analyze the data, participate in lesson study, and continually modify their instruction to support the student mastery of content knowledge and the acquisition of the historical habits of mind.

Disciplinary Literacy

The District initiative to advance literacy across the four core content areas is termed "Disciplinary Literacy." Disciplinary Literacy (DL) is defined "as the mastery of both the core ideas and concepts and the habits of thinking" of a particular discipline. The driving idea is that "knowledge and thinking must go hand in hand." As content knowledge grows, one needs to grow also in the habits of thinking for that discipline. The "work or function" of the teacher is to ensure that all students learn on the diagonal. The following chart, adapted from C. Giesler's, *Academic Literacy* (1994), illustrates the District Disciplinary Literacy goal for students to learn on the diagonal.

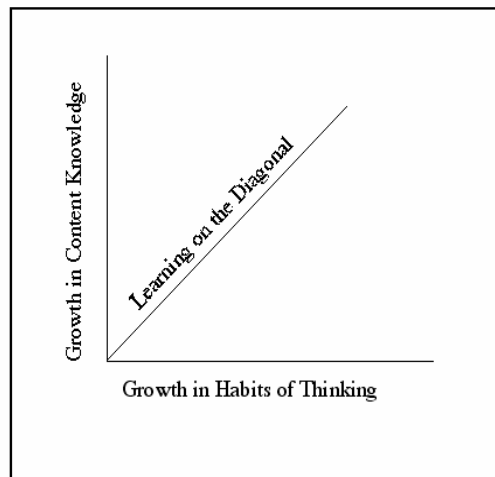


Figure 2 - Learning on the Diagonal



For students to learn on the diagonal, it is of utmost importance for our teachers to use instructional methods that promote the mastery of conceptual and content knowledge with analysis skills and habits of mind unique to the discipline of History.

The following five design principles for instruction support student learning along the diagonal:

1. Students learn core concepts and habits of thinking within each discipline as defined by standards.
 - All students are expected to inquire, investigate, read, write, reason, represent, and speak as a historians.
 - Students experience curricula characterized by depth and consistency.
2. Learning activities, curricula, tasks, text, and talk apprentice students within the discipline of History/Social Science.
 - Students learn by "doing" history, engaging in rigorous ongoing investigations into the essential issues of humanity, culture and civilization.
 - All lessons, assignments, materials, and discussions serve as scaffolding for students' emerging mastery of History/Social Science content knowledge and habits of thinking.
3. Teachers apprentice students by giving them opportunities to engage in rigorous disciplinary activity and by providing scaffolding through inquiry, direct instruction, modeling and observation.
4. Intelligence is socialized through community, class learning culture and instructional routines.
 - Students are encouraged to take risks, to seek and offer help when appropriate, to ask questions and insist on understanding the answers,

to analyze and solve problems to reflect on their learning, and to learn from one another.

- Teachers arrange environments, use tools, and establish norms and routines and communicate to all student show to become better thinkers in History/Social Science.
5. Instruction is assessment-driven.
 - Teachers use multiple forms of formal and informal assessment, formative and summative assessment and data to guide instruction.
 - Throughout the year, teachers assess students' grasp of History/Social Science concepts, their habits of inquiring, investigating, problem-solving, and communicating.
 - Teachers use these assessments to tailor instructional opportunities to the needs of their learners.
 - Students are engaged in self-assessment to develop meta-cognitive development and the ability to manage their own learning.



Thinking Historically

Thinking historically is best described as the acquisition of core knowledge in History/Social Science, which provides the student with a foundation to develop the critical thinking skills needed by historians and social scientists to study the past and its relationship to the present. History is as much about asking questions as it is about answering questions - or questioning answers.

Reading Historically

According to Ronald Takaki, "Experienced readers of history read to make sense of the past, evaluate what they are reading based on historical evidence and create their own historical explanation or interpretation." Reading of history requires study beyond the initial facts and is characterized by

differing perspectives, conflicting motives, and competing forces.

Writing Historically

Facts are not the past, but the residue of human action left behind for historians to wade through, interpret, and fashion, through writing, in to history. Historians analyze evidence and record their interpretations of the facts, constructing portrayals of the past. Each historian writes with a purpose, targeting a specific audience. Therefore, historical writing is the process through which the historian constructs his/her argument. In essence, historical writing allows the writer to present a version of events based on evidence and records. As Thomas Holt, a professor of history at the University of Chicago says, "All historical writing is essentially competing human narratives about the past."



Thinking/Reading/Writing/Speaking as a Historian

<i>Thinking</i>	<i>Reading</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> • Understand and appreciate universal and cultural historical themes and dilemmas. • Distinguish the important from the irrelevant. • Recognize vital connections between the past and present. • Speculate by making predictions about their world and the future. • Effectively analyze and interpret evidence, both primary and secondary. • Identify causal relationships and distinguish them from coincidence and temporal sequence. • Distinguish core (main) events from non-core (secondary) events. • Research history (documents, artifacts, etc.) to gather evidence. • Interpret evidence to construct an account or portrayal of the past. • Consider all the evidence and interpretations and formulate hypotheses about what is happening and why. • Verify hypotheses through research. • Persuade others to see the past as they do. 	<p>Historians . . .</p> <ul style="list-style-type: none"> • Seek to discover context. • Ask what the purpose of the text is. • Understand the subtext of the writer's language. • See any text as a construction of a vision of the world. • Consider textbooks less trustworthy than other kinds of documents. • Assume bias in text. • Consider word choice (connotation, denotation) and tone. • Read slowly, simulating a social exchange between two readers, one who enters into the text wholeheartedly and reads it like a believer, and the other who then stands back and critically questions the text. • Compare texts to gather different, perhaps divergent, accounts of the same event or topic. • Get interested in contradictions and ambiguity. • Check sources of documents. • Read like witnesses to living, evolving events. • Read like lawyers, who make cases. • Acknowledge uncertainty and complexity with qualifiers and concessions.
<i>Writing</i>	<i>Speaking</i>
<p>Historians . . .</p> <ul style="list-style-type: none"> • Use historical narrative to summarize and explain the past. • Write with purpose, targeting specific audiences. • Construct historical arguments presenting their version of events based on evidence and record. • Use a variety of formats, including: <ul style="list-style-type: none"> ○ Scholarly articles. ○ Textbooks ○ Biographies. ○ Historical fiction. ○ Scripts for documentaries. ○ Descriptions for museum exhibits. • Write in varying styles. 	<p>Historians . . .</p> <ul style="list-style-type: none"> • Present their findings in a variety of formats, including: <ul style="list-style-type: none"> • Lectures. • Scholarly debates. • Film documentary narration or commentary. • Presentations of scholarly articles. • Giving commentary on museum exhibits. <p>Historians also . . .</p> <ul style="list-style-type: none"> • Hold interviews. • Advise politicians. • Comment on current events.



The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral in historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. For example, an examination of President Lincoln's speeches about the issue of slavery in the

pre-Civil War Era demonstrates the complexity of the matter for Mr. Lincoln. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can prove to be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. For example, students analyze quotes, comparing speakers' perspectives to determine bias and point of view. Speeches are deconstructed and analyzed in order to determine motivation for action, and visual discoveries allow students to gain a multisensory perspective. (See **Appendix D** on primary sources)



Strategies Used in the Instructional Guide

Each concept lesson is designed to incorporate a variety of techniques and strategies to support all students. The chart below indicates the strategies found in the concept lessons and the ways these strategies support students.

Student Support Strategies in the Model Lessons	Vocabulary Support ¹	Listening/Speaking	Reading/Writing	Pre-writing activity	Visuals	Graphic Organizers	Question variety ²	Variety of Assessment ³	Cooperative Activity	Personalized Content ⁴
Column Notes	√		√	√		√				
Debate	√	√	√				√		√	√
Gallery Walk		√	√	√	√			√	√	
Graphic Organizers	√		√	√	√	√		√		
Interview		√	√				√		√	√
Jigsaw		√	√	√				√	√	
Scaffolded Writing			√	√		√	√	√		
Scavenger Hunt		√							√	
Socratic Seminar		√					√	√		√
Spectrum		√			√			√	√	√
Think/Pair/Share		√						√	√	
Visual Discovery		√	√		√		√		√	

Key:

¹Vocabulary Support: The strategy contains tools to help students understand key and support vocabulary.

²Question Variety: The strategy involves a variety of questions, building on multiple levels of Bloom's Taxonomy.

³Variety of Assessment: The strategy provides students multiple ways to demonstrate mastery of content.

⁴Personalized Content: The strategy allows students to relate content to their own lives.



Student Engagement

There has been extensive literature written on ways to engage students in learning. In general, much of the literature finds that students engage in classroom activities that are meaningful, motivational, and experiential.

Meaningful activities are those to which the students can relate their own lives or past learning. Students understand why they are engaged in the activity and see connections across curricula or how they might use the information in their lives. These activities give students opportunities to personalize the information, ultimately validating who and that what they bring to the classroom is valuable.

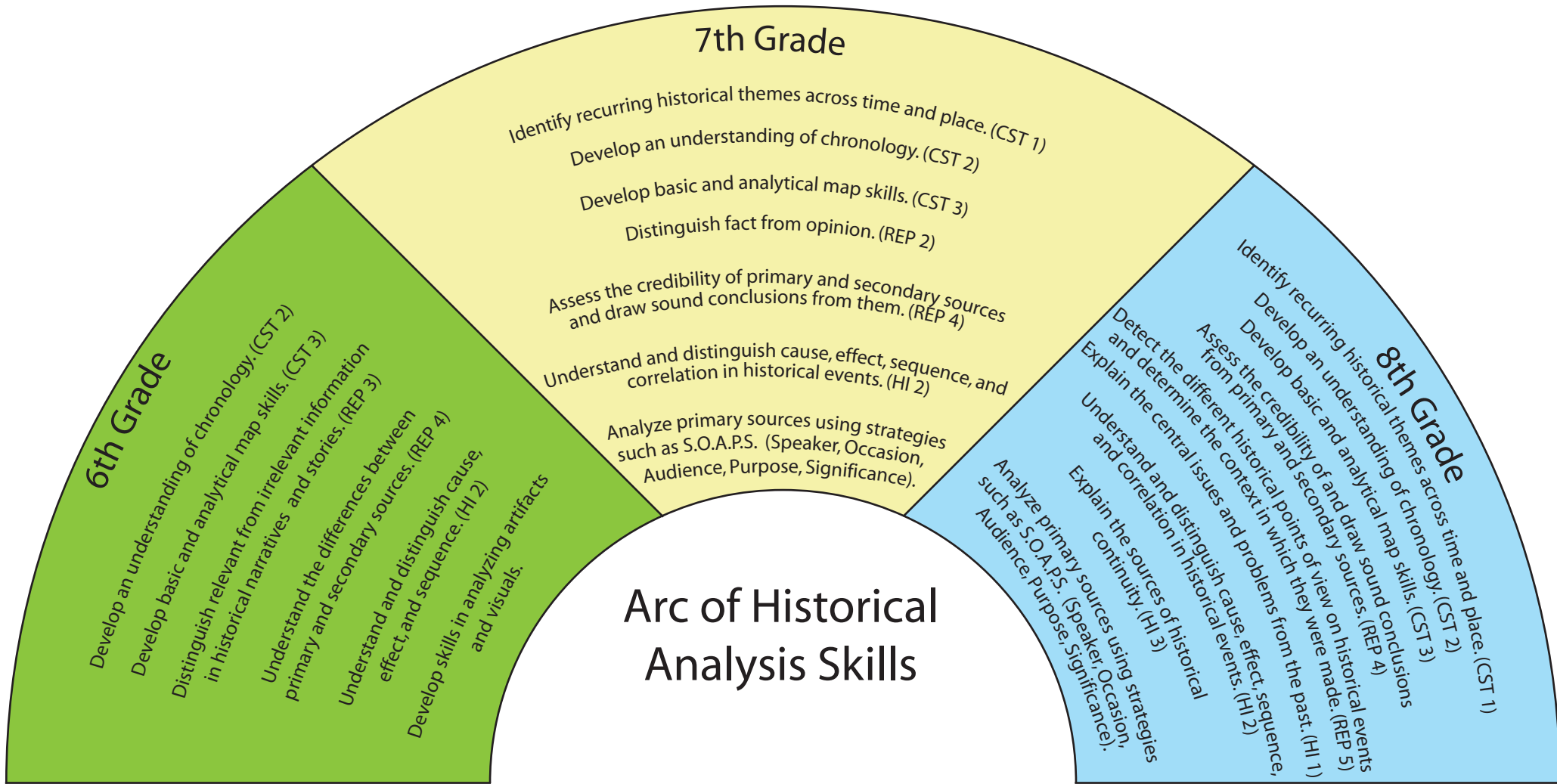
Motivational activities build on students' curiosity, interests, and independence. A student's curiosity is perhaps the strongest motivator; if a topic, question or method of delivery (i.e. storytelling) is intriguing to a student, he/she will naturally look for more information or seek the answer. Likewise, tapping into the interests of the students will build upon internal motivation. Additionally, students are eager to exercise independence and self-expression. Giving students limited autonomy in selection of topics, projects, or assessments will increase their motivation to engage in the activity.

Experiential activities tap into the multiple intelligences of students. In social studies, cooperative activities, project-based learning, or simulations are some examples of experiential activities. These activities allow the students to use their spatial, kinesthetic, interpersonal, musical, or naturalist intelligences to engage in the activity ultimately supporting retention and mastery of the content knowledge. (See the chart of Gardner's Theory of Multiple Intelligences in **Appendix A**.)

Arc of Skills Grades 6 - 8

The Instructional Guide builds upon four distinct skill sets: Conceptual Analysis, Historical Analysis, Reading, and Writing. For ease of use and readability, these skills have been divided into four separate arcs. While the Conceptual Analysis and Historical Analysis arcs are based on the California State History/Social Science Framework and Standards, the reading and writing skills are directly connected to the English Language Arts Standards.





KEY (Source: Historical and Social Science Analysis Skills - California Department of Education)

CST = Chronological and Spatial Thinking
 REP = Historical Research, Evidence, and Point of View
 HI = Historical Interpretation

Arc of Historical Conceptual Skills

6th Grade

- Understand how Geography, Religion, Politics, Economics and Social Structures shape civilizations (The acronym G.R.A.P.E.S. with Achievements inserted).
- Recognize recurring historical themes across time and place.
- Understand the 5 Themes of Geography emphasizing Human/Environment Interaction, Movement, and Location.
- Compare and contrast civilizations.
- Trace and analyze interactions between civilizations.
- Explore change over time including enduring ideas of ancient history.
- Recognize the role of archaeology and its relevance to the study of history.

7th Grade

- Understand how Geography, Religion, Politics, Economics and Social Structures shape civilizations. (The acronym G.R.A.P.E.S. with Achievements inserted)
- Trace the development and spread of ideas in religion, politics, culture, and technology.
- Investigate interactions and exchanges between cultures.
- Compare and contrast ideas, cultures, and civilizations.
- Understand and apply the 5 Themes of Geography and the influence of geography on history.
- Recognize recurring historical themes across time and place.
- Understand the role of point of view in studying history.

8th Grade

- Examine conflict/crisis and the compromise/resolution of conflict in American history.
- Explain change and continuity over time.
- Consider equality and inequality in the evolution of democracy.
- Understand the role of leadership in America's history.
- Trace the growth and expansion of the United States including the influence of geography.
- Understand the role of point of view in studying history.
- Recognize and consider the role of bias in studying history.

Arc of Historical Writing Emphasis

6th Grade

Writing that recounts and explains historical events (including elements of historical exposition: time, place, situation, participants, chronological sequence of events, outcome) with supporting evidence (correlates with expository unit in ELA during the middle and second half of the year).

W 2.2: Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution.)

Writing that tells a story (including elements of narrative: setting, characters, plot, sequence and theme) with emphasis on historical fiction (first part of the year to correlate with the ELA narrative unit).

W 2.1: Write narratives.

7th Grade

Expository writing (including outlines, summaries, writing with evidence and citations) with an emphasis on cause and effect.

W 1.3: Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

W 2.5: Write summaries of reading materials.

Writing that states a position and supports the position with evidence.

W 2.4: Write persuasive compositions.

8th Grade

Pre-writing and outlining to organize and support the writing of historical arguments.

Writing of historical arguments with thesis statements, evidence, analysis, citations and conclusions.

W1.1: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Arc of Historical Reading Emphasis

6th Grade

Distinguish between narrative and expository text, including how to read a history textbook (structure and features of expository text).
Identify themes in narrative text and important ideas in expository text.
Connect important ideas and themes among related topics. (R 2.3)
Understand texts through outlines, notes, and summaries. (R 2.4)
Read historically significant works of literature (e.g., primary sources). (R 3.0)

7th Grade

Distinguish between narrative and expository text, including how to read a history textbook (structure and features of expository text).
Understand the importance of context and source when studying primary sources.
Analyze cause-and-effect text patterns. (R 2.3)
Identify important ideas and their significance in a variety of texts. (R 2.4)
Assess an author's evidence when constructing historical arguments, noting instances of bias or stereotyping. (R 2.6)
Read historically significant works of literature (e.g., primary sources). (R 3.0)

8th Grade

Read primary and secondary sources as a "detective" to find clues as a "lawyer" to make a case.
Understand the importance of context and source when studying primary sources. (R 2.3)
Find similarities and differences between texts in the treatment of ideas. (R 3.0)
Read historically significant works of literature (e.g., primary sources). (R 3.0)
Analyze literature that reflects the heritage, traditions, attitudes, and beliefs of its author. (R 3.7)

KEY

R = English Language Arts Framework

Overview of Assessment

The Role of Assessment

As an integral element of the Secondary Periodic Assessment Program, the History/Social Science assessments are designed to measure student learning and inform instruction. The intent of the Periodic Assessments is to provide teachers with the diagnostic information needed to ensure that students have received the instruction in the History/Social Science content specified by the *California History/Social Science Framework and Content Standards*, and to provide direction for instruction. They are specifically designed to:

- Focus classroom instruction on the California Content Standards.
- Ensure that all students are provided access to the required content.
- Provide a coherent system for linking assessment of standards to district programs and adopted materials.
- Be administered to all students in core History/Social Science classes on a periodic basis.
- Guide instruction by providing regular feedback that will help teachers collaboratively target the specific standards-based knowledge and skills that students need to acquire.
- Assist teachers in determining appropriate extensions and interventions.
- Motivate students to be responsible for their own learning.
- Provide useful information to parents regarding their child's progress toward proficiency of standards.
- Link professional development to standards-specific data.

Why Common Assessments?

There are numerous reasons for using common assessments. Common assessments promote equity and access for all students. They enable teachers to collaborate, to identify, and to address problem areas in their community/programs. Common assessments are tools to be used to hone and share best practices in the teaching profession. They also provide opportunities for a collective-response to help schools create timely, systemic intervention for students.

Results from the assessments should be used to specify immediate adjustments and guide modifications in instruction to assist all students in meeting or exceeding the state History/Social Science standards. With these results, teachers can make immediate decisions about instruction, including extensions and interventions.

The *Instructional Guide* includes five Sample Concept Lessons with built-in assessment components. These classroom level assessments, along with other teacher designed assessments, student evaluations, and student and teacher reflections, can be used to create a complete classroom assessment plan.

The Periodic Assessments are a regularly scheduled assessment of the student's mastery of the standards within the History/Social Science discipline and should not be considered the sole method of assessing students' content knowledge. The assessment is designed to measure a range of skills and knowledge, including students' writing proficiency.

Each Periodic Assessment will consist of fifteen multiple-choice questions and one short constructed response item (SCR). The multiple choice items reflect the California Standards Test in structure, content and skills.



The constructed response items are designed to assess student's historical, analytical, and writing skills. The content in the SCRs will connect to the content in the sample concept lessons.

The assessment is designed to be given within a single 50 minute classroom period. History/Social Science test booklets will be available in both English and Spanish.

Scoring

The 15-question multiple choice portion of the Periodic Assessment will be scored electronically by The Princeton Review. The classroom teacher, will evaluate the SCR based on content and salient ideas, not language and conventions. Teachers will be trained during professional development in scoring the SCR writing tasks.

Intervention

Intervention should be part of daily classroom instruction. As teachers assess understanding and learning each day, so as to determine where students are in relation to the standards, they will make decisions about when to simply review content and when to incorporate researched-based practices designed to assist students in acquiring the knowledge and skills necessary to accomplish the complex tasks identified in grade-level standards.

Following each periodic assessment, time should be set aside for students and teachers to review assessment scores and establish a clearly defined course of action. At this point, strategic teaching is the intervention. Common student misconceptions can be addressed as similar concepts and topics are covered in subsequent units providing opportunities for comparing and contrasting past and present content.



Sample Periodic Assessment

1. Use the excerpt to answer the following question. [8.2.5]

...that our civil rights have no dependence on our religious opinions, any more than our opinions in physics or geometry; that, therefore, the proscribing [of] any citizen as unworthy [of] the public confidence by laying upon him an incapacity of being called to offices of trust and emolument unless he profess or renounce this or that religious opinion is depriving him injuriously of those privileges and advantages to which in common with his fellow citizens he has a natural right.

from *The Virginia Statute of Religious Freedom*

Which amendment in the Bill of Rights reflects the idea stated above in the Virginia Statute of Religious Freedom?

- A **First Amendment**
- B Second Amendment
- C Third Amendment
- D Fourth Amendment

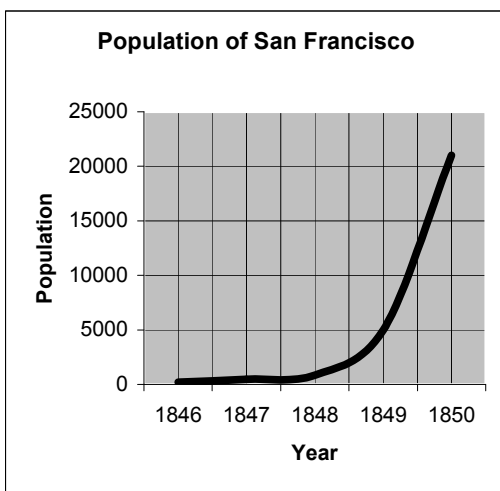
2. What does protection against “double jeopardy” as secured in the Bill of Rights mean for American citizens? [8.2.6]

- A They can only be drafted to fight in one war.
- B They only have to pay income tax once.
- C They can only be citizens of one nation.
- D **They can only be tried once for a crime.**



3. Why did James Madison and Thomas Jefferson argue against the creation of a national bank? [8.3.4]

- A They felt that the creation of a national bank would take power away from the states.
- B They believed that it was a state's responsibility to create banks, not the national government's.
- C They believed that the government could not create a national bank because this power was not mentioned in the Constitution.
- D They felt that a national bank was unnecessary to the functioning of the national government.



4. What was the *main* cause of the population change shown in the chart above? [8.8.2]

- A the Compromise of 1850
- B sectionalism
- C the Monroe Doctrine
- D the Gold Rush

5. Which of the following documents was first presented at the Seneca Falls Convention of 1848? [8.6.6]

- A the Declaration of Sentiments
- B the Call to Suffrage
- C the National Organization for Women Charter
- D the Declaration of Suffrage



Short Constructed Response

Base your answers to the following questions on the speech below and on your knowledge of social studies.

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain,—that this nation, under God, shall have a new birth of freedom,—and that government of the people, by the people, for the people, shall not perish from the earth.

-Gettysburg Address, Abraham Lincoln, 1863

1. Identify the speaker and where this address was given?

The Gettysburg Address was given by Abraham Lincoln, in Gettysburg, a small town in southern Pennsylvania.

2. What is the purpose of this speech?

The purpose of President Lincoln's speech was two-fold. First, Lincoln dedicated a cemetery on the site of the Battle of Gettysburg. Secondly, the speech memorialized the soldiers who fought and died in that battle.

3. Analyze the causes the living should take from the "honored dead".

- Consider how the speech connects with ideals found in the Declaration of Independence.
- List one or more causes.

Lincoln speaks of three causes; equality, liberty and democracy representing ideas worth dying for and he claims the nation was founded on those principles. In addition, Lincoln communicated the idea that the United States is one nation rather than just a collection of states. Furthermore, he quotes Thomas Jefferson who wrote, "All men are created equal." (**Declaration of Independence, 1776**) During the Revolutionary War era the words meant common men and kings are equal; however, in the Civil War, Lincoln suggests that black men and white men are equal. Lincoln calls on his listeners to continue the struggle for the cause of freedom and democracy— "government of the people, by the people, for the people."



Introduction to the Curricular Map

The curricular maps allocate the time needed to teach all of the content standards adequately in one instructional year. They are designed to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, with each component comprising roughly 1/3 of the instructional time in a year-long course. Within each instructional component, there are days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the ten days needed to prepare for and take the California Standards Test. The maps also build in nine days to account for other activities that may impact classroom time (e.g. fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standard • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 8th Grade:

- 8.8 (The West) was placed before 8.6 and 8.7 (The North and The South) to create better continuity between topics (The North, The South, The Civil War).
- 8.11 (Reconstruction) was calendared to comply with the Education Code, **§ 855**, requirement that 85% of instruction occur prior to the CST.
- It is necessary to conclude instruction on Standard 8.1 at an appropriate time in order to reach Standard 8.11 in the allocated instructional days.

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Component 1: Foundations of America (Standards 8.1, 8.2, 8.3, 8.4)

First **9 days (traditional)** and **5 days (year-round)** of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Introduction to Growth and Conflict - the unifying themes of the course
- Review of American geography

Blue Print Focus Standards:

“A” indicates high emphasis
 “B” indicates medium emphasis
 “C” indicates low emphasis
 “*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	3 Questions	<ul style="list-style-type: none"> • Colonialism • Enlightenment • Independence • Natural rights • Natural law • Republic • Revolution • Social contract • Sovereignty • Democracy 	<u>Traditional Calendar</u> 19 Days
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 16 Days
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").	A		<i>B-Track</i> 14 Days <i>C-Track</i> 16 Days <i>D-Track</i> 19 Days
3. Analyze how the American Revolution affected other nations, especially France.	C		
4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	A		<u>Four by Four Calendar</u> 8 Days

Blue Print Focus Standards:

“A” indicates high emphasis “B” indicates medium emphasis “C” indicates low emphasis “*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.	4 Questions	<ul style="list-style-type: none"> • Constitution • Compromise • Checks and Balances • Confederation • Executive power • Federalism • Judicial power • Limited government • Legislative power • Representation • republic • Self-government • Separation of powers • States' rights • Popular sovereignty • Separation of church and state • Rule of law 	<u>Traditional Calendar</u> 20 Days
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	C		<u>Concept 6 Calendar</u> <i>A-Track</i> 19 Days <i>B-Track</i> 18 Days <i>C-Track</i> 22 Days <i>D-Track</i> 20 Days
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	B		<u>Four by Four Calendar</u> 8 Days
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian Nations under the commerce clause.	A		
4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	B		
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	B		
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	A		
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	A		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	3 Questions	<ul style="list-style-type: none"> • Loose construction • Strict construction • Tariff • Federalism • Judicial Review • Political party 	<u>Traditional Calendar</u> 12 Days
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	B		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	*		<i>B-Track</i> 10 Days
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	*		<i>C-Track</i> 9 Days
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	A		<i>D-Track</i> 12 Days
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	B		Four by Four Calendar 5 Days
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	A		
7. Understand the functions and responsibilities of a free press.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.4 Students analyze the aspirations and ideals of the people of the new nation.	2 Questions	<ul style="list-style-type: none"> • Capitalism • Neutrality • Expansion 	<u>Traditional Calendar</u> 8 Days
1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 7 Days <i>B-Track</i> 9 Days <i>C-Track</i> 5 Days <i>D-Track</i> 8 Days
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	B		<u>Four by Four Calendar</u> 2 Days
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	B		
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	A		

Instructional Component 1 will end two weeks before the 1st Periodic Assessment is given.

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 8th Grade Standards

STANDARD	<u>Prentice Hall</u> <i>America: History of Our Nation 2006</i>	<u>McDougal Littell</u> <i>Creating America: Beginnings Through WWI</i>	<u>TCI</u> <i>History Alive! The United States Through Industrialism</i>
8.1	Chapters: 1,2	Chapters: 5,6,7	Chapters: 4,6
8.2	Chapters: 3	Chapters: 8	Chapters: 8,9,10
8.3	Chapters: 4	Chapters: 8,9	Chapters: 10,11
8.4	Chapters: 4,5,6,8	Chapters: 10,12,14	Chapters: 12,13
8.5	Chapters: 5,6	Chapters: 10,11	Chapters: 12
8.6	Chapters: 6,7,8	Chapters: 11,14	Chapters: 18,19,20
8.7	Chapters: 7	Chapters: 11	Chapters: 19,20
8.8	Chapters: 5,6,9	Chapters: 10,12,13	Chapters: 14,15,16,17
8.9	Chapters: 7,8,10	Chapters: 14,15	Chapters: 21
8.10	Chapters: 10,11,12	Chapters: 12,16,17	Chapters: 22
8.11	Chapters: 12,15	Chapters: 18	Chapters: 23
8.12	Chapters: 13,14,15	Chapters: 19,20,21	Chapters: 24,25,26,27



LAUSD

HISTORY-SOCIAL SCIENCE

KEY STANDARD: 8.2.3 Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian Nations under the commerce clause.

MODEL LESSON 1

MAIN STANDARD: 8.2 The U.S. Constitution

PRIOR KNOWLEDGE REQUIRED

What was the Constitutional Convention?

- Who attended the convention?
- What were the differences between the goals of the large and small states at the convention?
- What were the differences between the goals of the northern states and southern states at the convention?

Why was slavery an issue that was discussed at the Constitutional Convention?

- What were the moral issues related to slavery?
- What were the economic issues related to slavery?
- What was the difference between slavery and the slave trade?

What does it mean to compromise?

- How did the delegates come to an agreement on the Great Compromise?
- How did the delegates come to an agreement on the Three-Fifths Compromise?

KEY SKILLS

Research, Evidence and Point of View

- To assess the credibility of primary and secondary sources and draw sound conclusions from them.

Historical Interpretation

- To understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
- To interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

English Language Arts Connections

- Analyze text that uses proposition and support patterns. (E/LA Reading Comprehension Standard 2.2)
- Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. (E/LA Writing Strategies Standard 1.1)
- Achieve an effective balance between researched information and original ideas. (E/LA Writing Strategies Standard 1.5)

BRIEF OUTLINE OF LESSON

Day 1

- Hook/Introduction to Lesson - Dialogue on the Constitution
- Population Chart
- Document Analysis - Slave Trade Debate at Constitutional Convention

Day 2

- Act it Out
- Spectrum Exercise
- Finish Document Analysis Discussion
- Introduction to Writing a Thesis
- Prewriting

Day 3

- Final Preparation for Writing Assessment
- Student Writing Assessment
- Reflection

STUDENT CHALLENGES

- Analyzing and understanding primary sources.
- Drawing sound conclusions from primary sources.
- Understanding the complexity of the political process.
- Making a claim, writing about the claim, and supporting the claim with evidence.

STANDARD: 8.2.3

CONNECTIONS TO RELATED 8TH GRADE STANDARDS

- **8.7.2** Trace the origins and development of slavery; its effect on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).
- **8.9** Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- **8.10.1** Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- **8.10.2** Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

ASSESSMENTS

Intermediate Assessments

- Student dialogue about slavery and the Constitution.
- Student dialogue related to the analysis of the documents.
- Responses to graphic organizers.
- Responses to the Scaffolding/Debrief questions.
- Discussion during the spectrum exercise.
- Reviewing the pre-writing organizer.

Culminating Assessment

- Writing a persuasive paragraph with a thesis statement and supporting evidence.

NOTE ON GRADING: Teachers may wish to grade only the starred section of the **Student Handout 3**, which highlights for students the focus of the lesson.

INSTRUCTIONAL STRATEGIES

Scavenger Hunt

- Students are given the opportunity to skim through an important document that might be above their comprehension level, while being able to find the key points the teacher is using for emphasis.

Think/Pair/Share

- This is a discussion strategy that incorporates wait time and aspects of cooperative learning.
- Students listen while a question is posed, think (without raising hands) of a response, pair with a neighbor to discuss their responses, and share their responses with the whole class.
- Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.

Spectrum

- This activity allows students to see how others in their class feel about an issue as well as how the people in history felt about the same issue. This helps students connect the past to the present.
- This activity also allows students to see how in the political realm, many people have opinions that fall in the middle of the spectrum and few fall on each end of the spectrum.

Act-It-Out

- This strategy brings visuals to life as students represent reporters or historical figures and “step into a visual” to share and apply historical content knowledge in creative ways.

ACADEMIC LANGUAGE DEVELOPMENT

- Analyze
- Context
- Establish
- Legal
- Neutral
- Union
- Debate
- Motive
- Prohibit
- Significant
- Conflict
- Imply

SUGGESTIONS FROM TEACHERS

Scanning for Slavery in the Constitution

- ESL students looked for the word “slavery.” Glossed over words that inferred slavery. Students needed frontloading of words that refer to slavery.

Analyzing the Three References to Slavery in the Constitution

- Conduct a Think/Pair/Share at the end of the discussion with the question, “Why does the Constitution not say slave or slavery?”
- Having the three references on an overhead would help to keep students on task.

Analyzing the 1790 Population Chart

- Students will benefit by seeing a map so that they can make the connection between enslaved populations and geographical regions.
- A map will also allow for students to be introduced to the Mason-Dixon line.

The Debate on the Slave Trade

- Required background knowledge. Focus needed to be from the economic viewpoint rather than a moral or social viewpoint. Make a clear distinction between the issue of slavery and the slave trade.

Scaffolding Questions for the Documents

- Easily jigsawed.
- Can be used for homework.
- Can be used as a guideline for discussion rather than as a separate assignment.

Spectrum Exercise

- Engages kinesthetic learners.
- Immature students may not do well in activity. Modification: Have one student act as a runner on the spectrum, changing positions as opinions change.

Pre-Writing/Thesis Work

- Students have difficulty writing a quote and merging it with their own ideas.
- Students need encouragement to take a side on the issue.

Please refer to the Appendix titled “The Writing Process” for additional resources.

Model Lesson 1: Slavery and the Constitution

Standard:

8.2.3 - "Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolution in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states..."

Note: This lesson will focus primarily on the issue of slavery.

Focus Analysis Skills:

- Historical Research, Evidence, and Point of View
 - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Historical Interpretation
 - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
 - Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues

Materials:

1. **Student Handout 1:** Writing a Thesis and Supporting Evidence
2. **Student Handout 2:** Thesis and Evidence
3. **Student Handout 3:** Graphic Organizer
4. **Document 1:** The United States Constitution (1787)
5. **Document 2:** 1790 Census Records (Chart of Slave populations)
6. **Document 3:** *The Records of the Federal Convention of 1787*
7. **Document 4:** Map of the 13 colonies
8. **Transparency 1:** Picture of the Assembly Room in Independence Hall

Guiding Inquiries:

1. How did conflict and compromise affect the writing of the Constitution?
2. How are political decisions made?
3. Does the Constitution support slavery?
4. What were the costs and benefits of the compromises made by delegates to the Constitutional Convention?
5. What are the ramifications of compromises?
6. What issues were left unresolved by the Constitution?
7. What are the benefits and limitations of primary sources?

Lesson Study Research Questions:

1. Can students see the complexity and causes of political decisions?
2. Can students see the ramifications/effects of the compromises at the Constitutional Convention?
3. Can students see how historical interpretations may differ depending on how evidence is utilized?

Lesson Overview:

This lesson on the issue of slavery and the writing of the Constitution should come during a series of lessons where students learn about the Constitutional Convention and the conflicts and compromises that occurred. **Students should have learned about the Great Compromise and 3/5 Compromise already.** This lesson could be followed by other compromises or the ratification process. The lesson will focus on developing the skills necessary for writing a thesis and supporting it with evidence from documents through the lens of a complex political issue. In addition, the lesson will begin to support reading as a historian through the tool of "sourcing" a document. Through this lesson students will develop a deeper understanding of the challenges the framers had in creating a constitution. This lesson may take from 3-5

days to complete depending on the needs of the students. The daily activities have been crafted to fit the structure of a 50 minute instructional period.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook/Introduction Exercise: To engage students in this issue, the lesson starts with a Scavenger Hunt on the following focus question - <i>“Is the word “slavery” found in the Constitution?”</i> Students look through the Constitution (Articles I - IV) found in their textbook to find the references to the issue of slavery/slaves. Depending on the proficiency of the students, the teacher may want to have students limit their search to Article I to find the two references there. Before beginning the scavenger hunt, the teacher may ask students to predict the answer to the focus question.</p> <p>Students could do this exercise individually or in pairs as a warm-up after receiving some instruction from the teacher. To save time they could be instructed to turn to the page in their textbook on the Constitution as they enter the room. Students spend three minutes to silently look for references. Time may be stopped when all three have been found or earlier if the students are having difficulty. The exercise can be made into a competition with some sort of small prize to the team that finds the three references first.</p>	<p><u>Time Suggestion:</u> 5 minutes for directions and scanning.</p> <p>Depending on student needs the teacher might consider accessing prior knowledge with: “What do you already know about slavery?”</p> <p>McDougal has a section heading for one of the references to slavery. TCI has no references. Prentice Hall has headings for two of the three.</p>
<p>Dialogue on the References: <i>How many references are there?</i> Answer: Three <i>Where are they found?</i> Answer: Article I Section 2, Article I Section 9, Article 4 Section 2 The teacher may want to pass out the document sets at this time to facilitate the process of looking at the articles. This will allow students to focus just on the three references in question. Spend some time breaking down what each reference is really saying and co-construct a one sentence summary for each reference in Document 1.</p> <p><u>Questions to Ask:</u> <i>How do you know those items are referring to slaves?</i> Touch on the meaning of terms like “bound to service,” and “importation of such persons,” The meaning of these terms could be written on the board or overhead in advance. A reminder of some of the roles and jobs of slaves could be mentioned. <i>Why does it not say “slaves” or “slavery?”</i> A Think-Pair-Share could be utilized with this question. Chart possible reasons why these terms are not mentioned explicitly but clearly referred to.</p>	<p><u>Time Suggestion:</u> 10-15 minutes to review references and to talk about why it was characterized that way.</p> <p>The questions that reference the documents are optional.</p> <p>An introduction of vocabulary words could be inserted to support EL students.</p> <p>Add key content words to the word wall and second language cognates, if necessary.</p>
<p>Building Context: Look at the population chart with students (Document 2).</p>	<p><u>Time Suggestion:</u> 5 minutes to look at this chart and build context.</p>
<p>Basic Questions:</p>	<p>Copy an outline map</p>

<p><i>What does the chart show?</i> <i>What is a census?</i> <i>Which states had large slave populations (numbers or percentages)?</i> <i>Which states had small slave populations?</i> <i>In what area of the country are those states found?</i></p> <p>Explain that the chart is from 1790 but it gives an idea of how many people were in each state, particularly the number of slaves. Talk about how the number of slaves a state had might influence the way that state argued on slave related issues. Touch on the regional dynamics.</p> <p><u>Question for Discussion:</u> <i>What might happen to “slave” states if slavery was restricted or outlawed?</i> Talk about economic concerns and how slaves were critical to the southern economy. What would happen if all the states with large slave populations did not approve and support the Constitution? Foreshadow potential ratification problems or the threat of Southern states leaving the Union.</p>	<p>of the 13 colonies (Document 4) on the back of the chart, or place a transparency on the projector to make a visual connection between the chart and the regions. Connections to the Mason-Dixon line can be made as well.</p> <p>Predict and foreshadow what will come in later lessons. The chart can begin to build the concept of the North and the South.</p>
<p><u>Reading of Document 3:</u> To examine the issue of slavery and the Constitution further, this lesson will look at notes from the Constitutional Convention on the discussion over the slave trade from August 21, 1787. Tell students that they will be writing a paragraph in a few days on whether the Founders were for or against the slave trade and they should think about that question as they read Document 3. (A brief introduction of the slave trade may be necessary). The lesson has been designed with this question in mind but may need to be simplified or expanded based on student need.</p> <p>To introduce the practice of sourcing a document, students should look at the citation and date of the document.</p> <p><u>Questions for Consideration:</u> <i>What does August 21 mean?</i> <i>Who are the people involved (left margin)? Where are they from?</i> <i>What do we know about the delegates in general?</i> <i>Who is Max Farrand?</i> (Note: Max Farrand compiled these records from James Madison’s notes). <i>What kind of source is this?</i> <i>Do these notes capture everything that was said?</i> <i>What might be some limitations of this source?</i></p> <p>After this sourcing exercise, the teacher should slowly read the document aloud to students. This reading should be a close read with comments and summaries provided by the teacher to help students understand the basic meaning of the text. During the read aloud, the teacher should pause to address questions or to consider what each speaker has said. The teacher could also use the reading to “think aloud” about the document to model how a historian might think about this source.</p> <p>Help students to further understand vocabulary such as the terms <i>import</i>, <i>prohibit</i>, <i>abolition</i>, <i>union</i>, <i>oppose/opposition</i>.</p> <p>After the first reading and class discussion, students could work in pairs to</p>	<p><u>Time Suggestion:</u> 20 minutes for reading and questioning, and the remainder of the period and homework for the scaffolding questions, if needed.</p> <p>The teacher may want to post the focus question on the board.</p> <p>Think-Pair-Share should be utilized with some questions to make sure all students are involved in the dialogue.</p> <p>Students can mark in the margins (or use Document 3 for Cornell Notes) things that help them to understand what the document means, questions they have or connections to the focus/paragraph question.</p> <p>Students can place a</p>

answer the scaffolding questions. These questions could also be done for homework. The scaffolding questions have been designed to support student understanding of the documents, but may not be needed depending on the class discussion and notes taken.	“+” or “-“In front of each writer to sort them according to whether they supported or opposed slavery. Thumbs up, down, or sideways also works.
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Day 2	
Teacher/Student Activities	Helpful Hints
<p><u>Act-It-Out Review of the Slave Trade Debate:</u> Using the overhead transparency of the Assembly Room in Independence Hall (Transparency 1) as the scene, students will act as reporters, or individuals cited in Document 3 to report on “yesterday’s events.” Pair students to brainstorm items to share regarding the debate on the slave trade. Select a few students to share about the key ideas covered in the previous day’s lesson. The class can ask the reporter questions or the reporter can ask fellow classmates questions. Although this activity would not have happened, it may help to remind students about the content and may help to introduce students who were absent to the content.</p> <p>Scaffolding questions can be reviewed as an alternative to the activity.</p>	<p><u>Time Suggestion:</u> 15 minutes to begin class and have students act as reporters to review the information. Prepare the students by having them review Documents 1-3, particularly Document 3. To ensure a useful experience it may help to set norms for the reporting.</p>
<p><u>Spectrum Exercise:</u> To touch on historical interpretation as well as to prepare students to take a side on their paragraph, students will discuss a spectrum titled The Founders, the Constitution and Slavery. On the right end of the spectrum will be, “Totally For Slavery.” On the left end will be “Totally Against Slavery.” (A sample spectrum should be shared to give students an idea of how a spectrum works). Students will be asked to place an X on the spectrum where they believe the Constitution and debates of the delegates fall.</p> <p>Students could be “selected” to represent and argue for the extremes to bring the spectrum to life and ensure diversity of interpretation. A conversation about historical interpretation could ensue as people explain their arguments and cite appropriate evidence.</p>	<p><u>Time Suggestion:</u> 10 minutes to discuss spectrums and to talk about interpretations and evidence.</p> <p>A student can act as a runner to go back and forth as the class discusses the spectrum.</p> <p>Paired EL students can present their arguments.</p>
<p><u>Introduction to Writing a Thesis and Using Evidence:</u> To apply their learning from the documents and spectrum exercise, students will write a paragraph with a thesis and evidence to support their claims. To scaffold toward this end, students will see models, complete a structured sample of a thesis and evidence, and independently construct their own. Step 1 is to look at Student Handout 1 titled “Writing a Thesis and Supporting it with Evidence.”</p>	<p><u>Time Suggestion:</u> 15 minutes</p>
<p><u>Preparing to Write:</u> Step 2 is to move on to Student Handout 2 entitled “Preparing Your Argument: Thesis and Evidence.” This document will focus more on identifying evidence to be used in the writing assignment. Students should</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>A <u>teacher-student</u></p>

<p>use answers to the scaffolding questions, notes they may have taken on the documents or things that they may have heard discussed in class. They may complete this task independently or in pairs. The teacher should collect this document to check the thesis and preview of evidence that students have created to ensure that students are on the right track. Comments and corrections can be made and returned to the students the following day. If time is tight, the teacher may want to have students write their thesis statement on another sheet so that they can continue to build their evidence on the handout.</p>	<p>construction of a sample thesis statement will help EL students.</p> <p>A modeled text will help EL students understand the structure of the writing; writing connectors (<i>first, second, in addition, etc.</i>) can help with the paragraph.</p>
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Day 3	
Teacher/Student Activities	Helpful Hints
<p><u>Review the Pre-Writing Organizers and Evidence:</u> Share sample thesis statements from both sides of the argument. The teacher may want to make a transparency of some samples. Remind students that there is not one right answer but multiple answers. Address common misconceptions noticed in the student writing. Discuss the need to explain how the evidence supports the argument. Use this as a segue to review the rubric for the student writing. Have students share their work with other students and have them orally explain to each other what they will be writing and what some of their key evidence will be.</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Students may use the essay outline to map out their essay. The starred section is thesis, the area of emphasis for this lesson.</p>
<p><u>Final Check:</u> Check to see if there are any remaining questions.</p>	<p><u>Time Suggestion:</u> 5 minutes</p>
<p><u>Student Writing:</u> Students will use organizers and sources to write their paragraphs. Upon completion, students may self-assess using a rubric.</p> <p>Criteria to emphasize when evaluating student writing:</p> <ul style="list-style-type: none"> • A clear thesis statement that responds to the prompt • Incorporation of ideas and evidence from the documents • A well organized and clear argument • A convincing argument 	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Teacher can work with EL students in doing a joint construction of the paragraph.</p>
<p><u>Reflection:</u> The remainder of the period should be spent reflecting on the content, the writing and one of the Lesson Study Research questions. Students can reconnect with why the delegates took the action they did with respect to slavery, how history is complicated, or what the ramifications of the compromises on slavery might be.</p>	<p><u>Time Suggestion:</u> 15 minutes</p>

Document 1

From the Constitution of the United States, 1787

Article 1 - The Legislative Branch

Section 2 - The House of Representatives

Representatives and direct Taxes shall be **apportioned** (*shared*) among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.

Article 1 - The Legislative Branch

Section 9 - Limits on Congress

The **Migration** (*movement*) or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be **prohibited** (*stopped*) by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

Article 4 - The States

Section 2 - State Citizens, Extradition

No Person held to Service or labor in one State, under the Laws thereof, escaping into another, shall, in **Consequence** (*result*) of any Law or Regulation therein, be **discharged** (*released*) from such Service or labor, But shall be delivered up on Claim of the Party to whom such Service or labor may be due.

Document 1

Article 1 Sections 2 & 9 and Article 4 Section 2 Excerpts from the Constitution of the United States, 1787: Debrief

1. According to Article 1, Section 2, what is the basis for representation and taxation?

2. Who might “such persons” be in Article 1, Section 9?

Why do you think it was phrased that way?

3. Is Article 1, Section 9 for or against slavery? Explain.

4. What does Article 4 say about slavery?

5. How can you use this document to answer the focus question?

Document 2

1790 Census Records: Chart of Slave Populations

State	Total Population (1790)	Slave Population	
Connecticut	237,655	2,648	1%
Delaware	59,096	8,887	15%
<i>Georgia</i>	82,548	29,264	35%
<i>Maryland</i>	319,728	103,036	32%
Massachusetts	378,556	0	0%
New Hampshire	141,899	157	0.1%
New Jersey	184,139	11,423	6%
New York	340,241	21,193	6%
<i>North Carolina</i>	395,005	100,783	26%
Pennsylvania	433,611	3,707	0.8%
Rhode Island	69,112	958	1%
<i>South Carolina</i>	247,073	104,094	42%
<i>Virginia</i>	747,550	292,627	39%

Document 2

1790 Census Records: Debrief

1. Which states have a large slave population?
2. In what section of the country are these states located?
3. Look at the states you listed in response to Question 1. What actions might these states take if slavery were outlawed by the Constitution?
4. How might you use this document as evidence in your response to the focus question?

Document 3

Focus Question: Were the Founders for or against the slave trade?

Instructions: As you read, circle phrases that will help you to answer the question.

Document: Portions of the Constitutional Convention Discussion over the Slave Trade from Max Farrand, ED., *The Records of the Federal Convention of 1787*

Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts	Document: Notes from August 21, 1787
<u>inconsistent</u> - opposed; goes against	<u>Mr. Luther Martin (of Maryland)</u> It was <u>inconsistent</u> with the principles of the revolution and dishonorable to the American character to have such a feature [the slave trade] in the Constitution.
<u>commodities</u> - goods; products	<u>Mr. John Rutledge (of South Carolina)</u> The true question at present is whether the Southern states shall or shall not be parties to the Union. If the Northern states consult their interest, they will not oppose the increase of slaves, which will increase the <u>commodities</u> of which they will become the carriers.
<u>morality</u> - worthiness <u>meddled</u> - interfered <u>Import</u> - to bring	<u>Mr. Oliver Ellsworth (of Connecticut)</u> Let every state <u>import</u> what it pleases. The <u>morality</u> or wisdom of slavery are considerations belonging to the states themselves[. . .]The old Confederation had not <u>meddled</u> with this point, and he did not see the [need] for bringing it within the policy of the new one.
	<u>Mr. Charles Pinckney (of South Carolina)</u> South Carolina can never receive the plan if it prohibits the slave trade.

Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts	Document: Notes from August 21, 1787
<p><u>expedient</u> - useful <u>abolition</u> - end</p>	<p><u>Mr. Roger Sherman (of Connecticut)</u> He disapproved of the slave trade; yet as the states were now possessed of the right to import slaves, and as it was <u>expedient</u> to have as few objections as possible to the proposed government, he thought it best to leave the matter as we find it. He observed that the <u>abolition</u> of slavery seemed to be going on in the United States.</p>
<p><u>infernal</u> - evil <u>avarice</u> - greed</p>	<p><u>Col. George Mason (of Virginia)</u> This <u>infernal</u> [slave] trade originated in the <u>avarice</u> of British merchant. The present question concerns not the importing states alone, but the whole Union [. . .] Maryland and Virginia he said, had already prohibited the importation of slaves expressly. North Carolina had done the same in substance. All this would be in vain if South Carolina and Georgia be at liberty to import. The Western people are already calling for slaves for their new lands. [. . . slavery] brings the judgment of Heaven on a country....He held it essential in every point of view, that the general government should have power to prevent the increase of slavery.</p>
<p><u>Intermeddle</u> - interfere</p>	<p><u>Mr. Ellsworth (of Connecticut)</u> Let us not <u>intermeddle</u>. As population increases, poor laborers will be so plenty as to render slaves useless. Slavery, in time, will not be a speck in our country.</p>
<p><u>Imports</u> - products from another country</p>	<p><u>General Charles Pinckney (of South Carolina)</u> South Carolina and Georgia cannot do without slaves. As to Virginia, she will gain by stopping the importations. He admitted that it would be reasonable that slaves should be taxed like other <u>imports</u>; but should consider a rejection of the clause as an exclusion of South Carolina from the Union.</p>

Document 3

Constitutional Convention Discussion over the Slave Trade: Debrief

1. In your own words, summarize what Luther Martin is arguing.
2. What do Oliver Ellsworth and Roger Sherman say about the importation of slaves and the spread of slavery? Look at all 3 quotations.

Does that suggest they are for or against slavery? Explain.

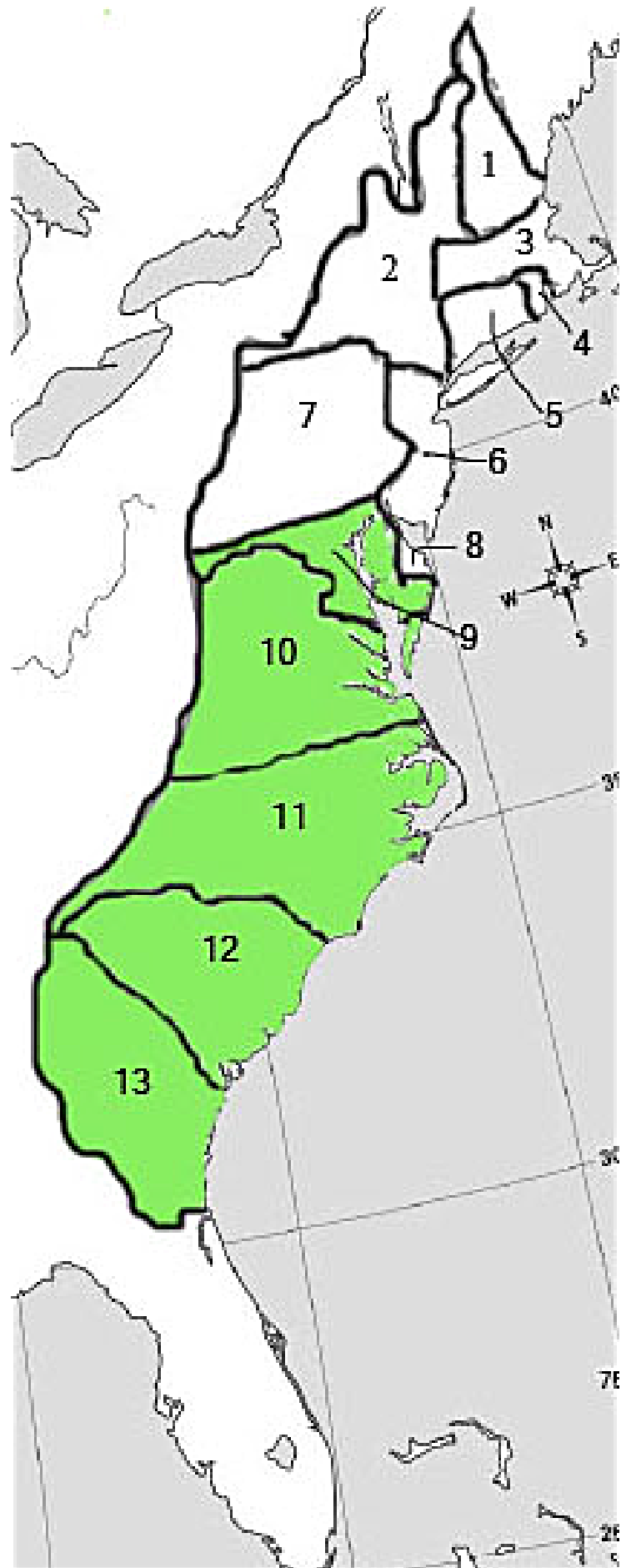
3. What do the delegates from South Carolina threaten to do?

Why?

4. Why do you think George Mason feels that the general (federal) government should have the power to stop slavery?
5. How can you use this document to answer the focus question?

Document 4

The Thirteen Colonies in 1776



13 Colonies Key

1. New Hampshire
2. New York
3. Massachusetts
4. Rhode Island
5. Connecticut
6. New Jersey
7. Pennsylvania
8. Delaware
9. Maryland
10. Virginia
11. North Carolina
12. South Carolina
13. Georgia

Student Handout 1

Writing a Thesis and Supporting it with Evidence

A thesis is the main argument of a piece of historical writing. It is what you want the reader of your paper to believe. To help make your thesis convincing, you will need to support your argument with evidence and analysis. Evidence and its analysis are the facts, examples, ideas and “proof” you use to back up your argument. In history evidence should largely come from the primary source documents you are studying.

A. Models of a thesis statement with a preview of evidence

- 1) Los Angeles is a good place to live because it has nice weather, lots of entertainment and interesting people.
- 2) Los Angeles is a terrible place to live because it has far too many people, too much violent crime and is too expensive.

What are you noticing about these two examples?

B. An example of a thesis relating to a historical topic

The Roman Empire declined due to barbarian invasions, corrupt leaders, and economic problems.

What do you notice about this example?

C. Practice

Respond to the following question by filling in the blanks. *Should students study history in middle school?*

Students _____ study history in middle school because

_____ , _____ , _____ ,

and _____ .

Respond to the following question by writing a thesis statement with three supporting pieces of evidence. *Who was the most important person in American history?*

What questions do you still have about thesis statements and evidence?

Student Handout 2

Preparing Your Argument: Thesis and Evidence

To prepare to write your argument you will need to complete the chart below.

When you are copying items from other documents, be sure to put quotation marks (“ ”) around the part you are copying and to put the document title in parenthesis. For example: “We hold these truths to be self-evident” (Declaration of Independence, 1776). You must do this in your essay. After writing each evidence statement, write one sentence that explains how that statement supports your argument.

Focus Question: Were the Founders for or against the slave trade?

FOR	AGAINST

Based on the things you have written, which side do you believe has a stronger argument? Which pieces of evidence will you use? Put a check next to them.

Now practice writing your thesis for the focus question. Include your preview of evidence.

Student Handout 2

FOR

AGAINST

--	--

Historical Context
1- 2 sentence
summary of topic

*** Thesis**
Your main argument
or idea that you will
support

Main
Idea

Topic
Sentence
Supporting
Detail/Evidence
Supporting
Detail/Evidence
Analysis
Concluding
Sentence

Main
Idea

Topic
Sentence
Supporting
Detail/Evidence
Supporting
Detail/Evidence
Analysis
Concluding
Sentence

Main
Idea

Topic
Sentence
Supporting
Detail/Evidence
Supporting
Detail/Evidence
Analysis
Concluding
Sentence

Restate Thesis

Review Main Points

Final Thought

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LAUSD

HISTORY-SOCIAL SCIENCE

KEY STANDARD: 8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g. view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

MODEL LESSON 2

MAIN STANDARD: 8.3 The American Political System

PRIOR KNOWLEDGE REQUIRED

How is the Constitution structured?

- How does the Constitution deal with the individual's ability to participate in the political process?
- What powers does the President have?

KEY SKILLS

Research, Evidence and Point of View

- Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long - and short - term causal relations.
- Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

KEY SKILLS

English Language Arts Connections

- Find similarities and differences between texts in the treatment of ideas. (Reading Comprehension Standard 2.3)
- Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well - supported conclusion. (Writing Strategies Standard 1.1)
- Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. (Writing Strategies Standard 1.3)

STUDENT CHALLENGES

- Analyzing and understanding primary sources.
- Drawing sound conclusions from primary sources.
- Understanding the Elastic Clause.
- Writing a coherent argument in support of one political party and supporting it with evidence.

BRIEF OUTLINE OF LESSON

Day 1

- Hook/Introduction to Lesson - Debate
- Debate Debrief
 - Discussion on the emergence of groups

Day 2

- Jigsaw Reading
- Reading Questions
- Gallery Walk Preparation
- Gallery Walk

Day 3

- Structured Citation Practice
- Quotation Classification/Analysis

Day 4

- Structured Point of View Practice
- Prewriting
- Writing

STANDARD: 8.3.4

CONNECTIONS TO RELATED 8TH GRADE STANDARDS

8.2.4

Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

8.4.1

Describe the country's physical landscapes political divisions, and territorial expansion during the terms of the first four presidents.

8.10.1

Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

ASSESSMENTS

Intermediate Assessments

- Student responses to reading questions.
- Student materials created for the gallery walk.
- Student discussion during whole group analysis of quotes.
- Reviewing the graphic organizer.

Culminating Assessment

- Writing two paragraphs, from the perspective of either Jefferson or Hamilton, that contain a thesis statement and evidence that is cited.

NOTE ON GRADING: Teachers may choose to grade only the starred section of the graphic organizer, which focuses on evidence and citation.

INSTRUCTIONAL STRATEGIES

Spectrum Debate

- The classroom is divided into two separate sections.
- Students are introduced to a controversial issue.
- In a structured discussion, students discuss and debate the issue.
- Students are allowed to change seats, based on the strength of their opinion on the issue.

Jigsaw Reading

- The class is given a lengthy reading selection.
- The class is split into groups and each group reads a portion of the entire section rather than the entire reading.
- Each group is assigned questions or given guides to assist them in determining the most important aspects of the section they have been asked to read.
- After groups have finished their reading they present the most important aspects of their section to the class.

Gallery Walk

- Student groups create informational posters and post them around the room.
- In groups, students move around the room to look at the posters and record relevant information. To increase student participation, one student may stay with their group's poster and act as a docent.

ACADEMIC LANGUAGE DEVELOPMENT

- Convince
- Analyze
- Context
- Circumstance
- Demonstrate
- Outcome
- Resolve
- Conform
- Controversy
- Persist

SUGGESTIONS FROM TEACHERS

Debate Activity

- Rather than having students sit on one side of the room or another, have the classroom set into groups before the students arrive.
- Allow students to select their own seat.
- Discuss why students chose a particular seat/section of the room.
- Explain/discuss the formation of groups of similar people.

Spectrum

- Have the five to seven most vocal students participate in the spectrum and have the rest of the class determine where they would place themselves in accordance with the lead students.

Jigsaw Reading

- If time is a concern, assign the reading as homework.
- Have students answer the questions using Think-Pair-Share (see prior lesson cover pages for directions on this strategy).

Quotation Analysis

- Use only the first six quotes.
- Blow the quotes up into posters.
- Analyze the quotes as a group activity.
- Use clipart and print out images that represent Jefferson's/ Hamilton's point of view.
- Have students classify the quotes according to the pictures.

Please refer to the Appendix titled "The Writing Process" for additional resources.

Model Lesson 2: The Creation of Political Parties in America

Standard

8.3.4 Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

Framework Skills Connection

- Chronological and Spatial Thinking
 - Students explain how major events are related to one another in time.
- Research, Evidence, and Point of View
 - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
 - Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspective).
- Historical Interpretation
 - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long - and short - term causal relations.
 - Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Guiding Inquiries:

1. How did political disagreements lead to the creation of political parties?
2. What were the differences between Jefferson's and Hamilton's points of view?

Materials

- **Document 1:** Background Reading on Hamilton
- **Document 2:** Background Reading on Jefferson
- **Document 3:** Who is the Speaker?
- **Document 3:** Teacher Notes
- **Student Handout 1:** Hamilton Reading and Presentation Notes Worksheet
- **Student Handout 1a:** Alternative Format, Hamilton Notes
- **Student Handout 2:** Jefferson Reading and Presentation Notes Worksheet
- **Student Handout 2a:** Alternative Format, Jefferson Notes
- **Student Handout 3:** Quotation Analysis Worksheet
- **Student Handout 4:** Structured Practice
- **Student Handout 5:** Sentence Starters
- **Student Handout 6:** Graphic Organizer

Questions for Lesson Study

1. Can students determine the influence of individuals and groups?
2. Can students determine how life experiences are influential in determining political beliefs?
3. Can students determine the short-and-long term causes of the creation of political parties?

Overview

In this lesson, students will learn about the conflict between Alexander Hamilton and Thomas Jefferson that led to the creation of the Federalist and Republican parties in America. Students begin by choosing sides on a current issue to learn how groups form around ideas. Next, students will be asked to complete a Jigsaw reading on Jefferson and Hamilton and participate in a gallery walk. Students will then apply what they have learned by reading and identifying several quotations by Jefferson and Hamilton; they will be asked to categorize these primary sources as a group. Finally, students will create their own position paper based on either the views of Jefferson or Hamilton. This lesson focuses on the writing skills of citation and point of view in the written response. It also incorporates the concept of a thesis as taught in the first sample lesson. This lesson may take 4 - 5 days to complete.

Note: All reading times are flexible and will vary based on students' reading level.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><u>Before the Students Arrive:</u> Divide the desks into two sides that face one another. The teacher will choose a controversial issue for students to debate (immigration, uniforms, curfew, three strikes law, etc.).</p> <p>On the board, the teacher posts the word “pro” in front of one side of the desks and the word “con” in front of the other. The teacher may choose to post images that represent the issue.</p>	<p><u>Time Suggestion:</u> 3 minutes</p>
<p><u>Hook/Introduction Exercise:</u> Introduce the issue to be debated. Provide the students with a statement about the issue: e.g., All students should be required to wear uniforms.</p> <p>Have students perform a quick write response to the statement: Do you agree or disagree? Why?</p>	<p><u>Time Suggestion:</u> 5 minutes</p>
<p><u>Spectrum Set Up:</u> Allow students to self-select the side of the room that represents their point of view, based on their quick write. Before students are permitted to move, explain that the closer the student sits to the word pro or con connotes the strength of their opinion on the issue. (The closest desk to the board is the strongest opinion.)</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>This is another type of spectrum activity, similar to the one that was used in the first lesson.</p> <p>Students may also draw a spectrum on their papers instead of moving.</p>
<p><u>Debate:</u> Allow students time to discuss and debate the issue as a whole group. If, during the discussion, students' opinions change, allow them to move to a new location that best represents their position.</p> <p>To ensure that all students are able to participate, ask each student to explain why they sat where they did. Student may use the Sentence Starters Student Handout 5 to help present their views or respond to other students.</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Students may Think-Pair-Share to ensure that they will have thoughts to share during the debate.</p>

	<p>The class may be spilt into small groups of three, enabling small instead of whole group discussion.</p> <p>If students all sit on one side of the room, change the issue or ask the students to choose the place they think their parents would sit.</p>
<p><u>Debrief:</u> Begin by asking students why they sat at the location they chose for the debate. Would their location change if they were older? Would their location change if their parents were in the room during the debate?</p> <p>Debrief with students, stressing the concept of groups forming around ideas and that, in politics, these groups are called political parties. Also, explain that political parties present a point of view concerning all political issues.</p> <p>The teacher should also ensure that students understand that there is fluidity within groups and that a person's position may change over time.</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p>When introducing point of view, make the connection between the issue discussed by the class and each student's point of view, then apply this newly gained knowledge to political parties.</p> <p>Introduce the political parties of today and make the connection between the historical topic and the current party system. Place visuals of donkey and elephant on the board and explain them to students.</p>
<p><u>Suggested Homework/Preview:</u> Students may be given the background reading to preview for homework if the teacher determines this extra support to be beneficial to the students.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Warm Up: Ask students to quickly brainstorm the items that they believe the government should be involved in and ask the students to rank these items in order of importance.</p>	<p><u>Time Suggestion:</u> 3 minutes</p> <p>Teachers may want to place a sample list on the board, overhead, or on a PowerPoint slide.</p>
<p>Jigsaw Reading: Pass out Documents 1 and 2 and Student Handouts 1 and 2 to every student. Teachers may have students answer the questions either in the table or on the bubble diagram provided (Student Handouts 1a and 2a).</p> <p>Students are split into mixed ability groups of four. The reading has been set up for eight groups; the number of students in each groups should be adjusted as needed to best serve the needs of each class. Each group is assigned one section of reading (Personal Background, Ideal Economy, etc).</p> <p>Groups will answer the questions for their reading selection and prepare a poster that will be used in a gallery walk.</p> <p>Note that the reading has been set up to allow students to use Cornell Notes while reading. Teachers may want to provide highlighters for students to mark important passages.</p>	<p><u>Time Suggestion:</u> 20 minutes</p> <p>Teachers who are using Thinking Maps may have students create one tree map on Jefferson and one on Hamilton to reinforce the reading notes.</p>
<p>Gallery Walk Preparation: Prepare posters and hang them around the room.</p> <p>Have each group choose a spokesperson to stay with their poster and explain the information as needed.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Gallery Walk: Students participate in a gallery walk in which they read the other groups' posters to obtain the information needed to fill in their reading notes worksheets.</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Have students focus on the answers to the content and not the thought questions. Thought questions may be used in class discussion, if time permits.</p>
<p>Debrief: Review answers to reading notes questions to ensure that all students have the correct answers.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>Prepare a transparency of the reading notes and complete the sections as a class.</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p><u>Warm Up:</u> Place one or two of the quotes from Document 3 on the board, a transparency, or a PowerPoint slide. Have students determine who the speaker is and check their work.</p>	<p><u>Time Suggestion:</u> 5 minutes</p>
<p><u>Check for Understanding:</u> Review answers with students and ask them how they determined who the speaker was.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>Use this discussion to introduce the concept of citation.</p>
<p><u>Structured Citation Practice:</u> Complete the first part of the Student Handout 4, concerning citation.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>This may be done as a whole class, group, or individual activity.</p>
<p><u>Quotation Read-Aloud</u> Pass out Document 3 and read the quotes to the students, pausing to answer questions when needed.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>Allow students to use the Cornell Notes method on the quotation page.</p> <p>See the Teacher Notes for Document 3 for source information <i>and</i> background information on each quote.</p>
<p><u>Quotation Classification/Analysis</u> Read the Elastic Clause as a class. Have the students use their background knowledge to make a prediction and tie this to the quotes.</p> <p>Have students work in groups to complete Student Handout 3.</p>	<p><u>Time Suggestion</u> 20-25 minutes</p> <p>Students may complete numbers 1 - 5 or 1 - 10, depending on students' reading level.</p>

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Warm Up: Ask students to draw a picture that they believe represents the point of view of Jefferson and one that they believe represents Hamilton’s point of view.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>Students may write a description instead of using a drawing.</p>
<p>Structured Point of View Practice: Have students complete the second section on the structured practice, concerning point of view (Student Handout 4).</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>This may be done as a whole class, group, or individual activity.</p>
<p>Introduction of Writing Prompt: Introduce and explain the following writing prompt to students:</p> <p><i>For this writing assignment, you are going to choose either Thomas Jefferson or Alexander Hamilton and must write from his point of view.</i></p> <p><i>You are writing a newspaper article about your political party. You want to persuade your readers of your point of view because you need support for your party. In order to do that, you must present your political ideas and also show how your ideas are superior to the ideas of the opposing person. (Remember that groups form around ideas; convince the reader that your way of looking at the government is the best.)</i></p> <p><i>What are your key ideas about government? How will that political view help the people who also support your viewpoint? What are the problems with the opposing party’s views?</i></p> <p><i>As the author, it is important that you cite your sources. and you must have at least three citations in this writing assignment.</i></p> <p>As a class, decide how students will cite the quotations, by number, by a given title, or in another manner. (Quote #3) or (Hamilton Letter), etc. Also, students may cite the background reading by identifying the topic and subject. (Personal Background, Hamilton)</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>To ensure that both Hamilton and Jefferson are represented, the class may be split in half and assigned roles.</p> <p>Remind students that the both Hamilton’s and Jefferson’s personal backgrounds gave form to their political point of view and it is essential that they reference the reading.</p>
<p>Structured Practice: Prewriting Have students complete the third section on the structured practice, “Before you Write, ” on Student Handout 4.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>Ask students to check another person’s work, if needed.</p>
<p>Writing: Students write a two-paragraph response to the prompt For this writing assignment, you are going to choose either Thomas Jefferson or Alexander Hamilton and must write from his point of view.</p> <p>You are writing a newspaper article about your political party. You want to persuade your readers to your point of view because you need support for your party. In order to do that, you must present your political ideas and also show how your ideas are superior to the ideas of the opposing</p>	<p><u>Time Suggestion:</u> 25 minutes</p> <p>Writing from a historical perspective forces students to stretch their writing ability and critical thinking skills.</p>

<p>person. (Remember that groups form around ideas; convince the reader that your way of looking at the government is the best.)</p> <p>What are your key ideas about government? How will that political view help the people who also support your viewpoint? What are the problems with the opposing party's views?</p> <p>As the author, it is important that you cite your sources, and you must have at least three citations in this writing assignment.</p> <p>Students may use the included graphic organizer to assist them with the structure of their writing. The starred sections are those that have been emphasized in this lesson.</p>	<p>This two-paragraph position paper must contain a thesis (refer to prior lesson for thesis writing explanation) and reference the primary sources and the jigsawed reading.</p>
<p><u>Reflection/Self Assessment Homework</u></p> <p>Have students complete the following reflection for homework:</p> <p><i>During the course of this lesson, you were asked to read two excerpts from primary sources and use those as the basis for your writing. How comfortable are you with the process of using primary sources?</i></p> <p><i>This lesson also asked you to write from another person's perspective. Do you feel you were successful? Why? Why not? Did this writing deepen your understanding of the material? Please explain your answer.</i></p>	

Document 1

Background Information Reading Alexander Hamilton

Personal Background

Hamilton was born in the West Indies and raised on the Caribbean island of *St. Croix*. When Hamilton was 13, a devastating hurricane struck the island. Hamilton wrote a vivid description of the storm that impressed all who read it. A few *St. Croix* leaders arranged to send the talented teenager to New York, where he could get the education he deserved.

With no money or family connections to help him rise in the world, he made his way on ability, ambition, and charm. George Washington spotted Hamilton's talents early in the Revolutionary War. Washington made the young man his aide-de-camp or personal assistant. Near the end of the war, Hamilton improved his fortunes by marrying Elizabeth Schuyler. His new wife came from one of New York's richest and most powerful families. With her family's political backing, Hamilton was elected to represent New York in Congress after the war. Later, he served as a **delegate** from New York to the Constitutional Convention.

View of Human Nature

Hamilton's view of **human nature** was shaped by his wartime experiences. All too often, he had seen people put their own interests and personal profit above patriotism and the needs of the country.

Most Federalists shared Hamilton's view that people were basically selfish and out for themselves. For this reason, they distrusted any system of government that gave too much power to "the mob," or the common people. Such a system, said Hamilton, could only lead to "error, confusion, and instability."

Best Form of Government

Federalists believed that the country should be ruled by "best people" - educated, wealthy, **public-spirited** men like themselves. Such people had the time, education, and background to run the country wisely. "Those who own the country," said Federalist John Jay bluntly, "ought to govern it."

Federalists favored a strong national government, they believed in **loose construction** - broad or flexible **interpretation** - of the Constitution. They hoped to use the new government's powers under the Constitution to unite the **quarreling** states and keep order among the people. In their view, the rights of the states were not nearly as important as national power and unity.

delegate - somebody chosen to represent their state

human nature - human behavior that does not change over time

public-spirited - motivated by or showing concern for others in the community

loose construction - broad interpretation

interpretation - an explanation of something

quarreling - an angry disagreement between two or more people

Document 1

Ideal Economy

Hamilton's dream of national greatness depended on the United States developing a strong economy. In 1790, the nation's economy was still based mainly on agriculture. Hamilton wanted to expand the economy and increase the nation's wealth by using the power of the federal government to promote business, manufacturing, and trade.

In 1790, Hamilton presented Congress with a plan to pay off all war debts as quickly as possible. If the debts were not **promptly** paid, he warned, the government would lose respect both at home and abroad.

Hamilton's plan for repaying the debts was opposed by many Americans, especially in the South. Most southern states had already paid their war debts. They saw little reason to help states in the North pay off what they still owed.

promptly - done at once without delay

Differences between the First Political Parties

Federalists	Democratic-Republicans
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored: <ul style="list-style-type: none">• Rule by the wealthy class• Strong federal government• Emphasis on manufacturing• Loose interpretation of the Constitution	Favored: <ul style="list-style-type: none">• Rule by the people• Strong state governments• Emphasis on agriculture• Strict interpretation of the Constitution

Document 2

Background Information Reading Thomas Jefferson

Personal Background

Jefferson was born in Virginia to an old and respected family. One of ten children, he was gifted with many talents. As a boy, he learned to ride, hunt, sing, dance, and play the violin. Later, he carried a violin with him in all his travels.

With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Once he was established as a planter, Jefferson entered Virginia politics. As a politician, he lacked the ability to make stirring speeches. Instead, Jefferson spoke eloquently with his pen. His words in the Declaration of Independence and other writings are still read and admired today.

View of Human Nature

Jefferson's view of **human nature** was much more hopeful than Hamilton's. He assumed that **informed** citizens could make good decisions for themselves and their country. "I have so much confidence in the good sense of men." Jefferson wrote when revolution broke out in France, "that I am never afraid of the issue [outcome] where reason is left free to **exert** her force."

Jefferson had great faith in the goodness and wisdom of people who worked the soil - farmers and planters like himself. "State a problem to a **ploughman** and a professor," he said, and "the former will decide it often better than the latter."

Best Form of Government

Democratic-Republicans had no patience with the Federalists' view that only the "best people" should rule. To Democratic-Republicans, this view came close to monarchy, or rule by a king.

Democratic-Republicans believed that the best government was the one that governed the least. A small government with limited powers was most likely to leave the people alone to enjoy the blessings of liberty. To keep the national government small, they insisted on a strict construction, or interpretation, of the Constitution. The Constitution, they insisted, meant exactly what it said, no more and no less. Any addition to the powers listed there, was **unconstitutional** and dangerous.

Ideal Economy

Like most Americans in the 1790s, Jefferson was a country man. He believed that the nation's future lay not

human nature - human behavior that does not change over time

informed - having enough knowledge to understand something

exert - to make a strenuous physical or mental effort

ploughman - farmer

unconstitutional - not allowed by the Constitution

Document 2

manufacturing - to make something into a product using raw materials

with Federalist bankers and merchants, but with plain, Democratic-Republican farm folk. "Those who labor in the earth," he wrote, "are the chose people of God, if ever He had a chosen people."

Democratic-Republicans favored an economy based on agriculture. They opposed any measures designed to encourage the growth of business and **manufacturing**.

Differences between the First Political Parties

Federalists	Democratic-Republicans
Leader: Alexander Hamilton	Leader: Thomas Jefferson
Favored: <ul style="list-style-type: none">• Rule by the wealthy class• Strong federal government• Emphasis on manufacturing• Loose interpretation of the Constitution	Favored: <ul style="list-style-type: none">• Rule by the people• Strong state governments• Emphasis on agriculture• Strict interpretation of the Constitution

Document 3

Who Is the Speaker?

Instructions: As you read, circle phrases that will help you to answer the question.

Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts	Quotation
<u>labor</u> - work	1. "Those who <u>labor</u> in the earth are the chosen people of God..."
	2. "All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people..."
<u>consolidation</u> - the process of uniting <u>concentration</u> - gather into one (concentrated)	3. "It is not by the <u>consolidation</u> , or <u>concentration</u> of powers, but by their distribution, that good government is effected."
<u>construed</u> - understood	4. "Laws are made for men of ordinary understanding and should, therefore, be <u>construed</u> by the ordinary rules of common sense."
	5. "A fondness for power is implanted, in most men, and it is natural to abuse it, when acquired."
	6. "A national debt, if it is not excessive, will be to us a national blessing."

Document 3

Notes (What does the document mean?), Key Vocabulary Terms, Key Concepts	Quotation
<p><u>tranquility</u> - calm, quiet <u>asylum</u> - place of protection, shelter</p>	<p>7. "America is now, I think, the only country of <u>tranquility</u> and should be the <u>asylum</u> of all those who wish to avoid the scenes which have crushed our friends in [other lands]."</p>
<p><u>posterity</u> - future generations <u>swindling</u> - to take money or property by deceit, to steal <u>futurity</u> - time to come, the future</p>	<p>8. "I sincerely believe... that banking establishments are more dangerous than standing armies, and that the principle of spending money to be paid by <u>posterity</u> under the name of funding is but <u>swindling futurity</u> on a large scale."</p>
<p><u>subsistence</u> - minimum needed to sustain life (food, shelter, etc.)</p>	<p>9. "Power over a man's <u>subsistence</u> is power over his will."</p>
	<p>10. "The ancient democracies in which the people themselves deliberated never possessed one good feature of government. Their very character was tyranny; their figure deformity."</p>

Teacher Notes for Document 3

Who is the Speaker?

Teacher Notes	Quotation
Jefferson, as a member of the planter class, believed that the future success of America would depend on the common people.	1. "Those who labor in the earth are the chosen people of God..." <i>Thomas Jefferson, Notes on the State of Virginia 1782</i>
Hamilton and other Federalists felt that the country should be governed by those citizens who were wealthy. Therefore, his distinction here makes Hamilton's views more apparent, there are only two classes - the wealthy and the others.	2. All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people..." <i>Alexander Hamilton, in a speech to the Constitutional Convention</i>
Jefferson feared an American monarchy. As a result, he spoke and wrote often on the need to separate the powers of the government.	3. "It is not by the consolidation, or concentration of powers, but by their distribution, that good government is effected." <i>Thomas Jefferson: Autobiography, 1821</i>
Jefferson believed that the government should work for the people. Therefore he hoped that the laws created would be based in the common sense of the average man.	4. "Laws are made for men of ordinary understanding and should, therefore, be construed by the ordinary rules of common sense." <i>Thomas Jefferson to William Johnson, 1823</i>
Hamilton deeply distrusted others and often questioned their motivation for acting. Here he argues against Jefferson's belief that any person should be allowed to govern and argues for rule by a select, wealthy class.	5. "A fondness for power is implanted, in most men, and it is natural to abuse it, when acquired." <i>Alexander Hamilton, The Farmer Refuted, February 23, 1777</i>
Hamilton was in favor of the creation of a National Bank. He believed America needed to have a strong economy to survive. He believed that a bank which held the debt of the country would create a central interest for America.	6. "A national debt, if it is not excessive, will be to us a national blessing." <i>Alexander Hamilton in a letter to Robert Morris</i>
Jefferson believed that immigration would make America strong. He fought to have the Alien and Sedition Acts declared unconstitutional.	7. "America is now, I think, the only country of tranquility and should be the asylum of all those who wish to avoid the scenes which have crushed our friends in [other lands]." <i>Thomas Jefferson to Mrs. Church, 1793</i>
Jefferson questioned the motives behind the creation of a National Bank. He believed the creation of a bank was not within the powers of the American government and felt that its creation would make America weaker, not stronger as Hamilton suggested.	8. "I sincerely believe... that banking establishments are more dangerous than standing armies, and that the principle of spending money to be paid by posterity under the name of funding is but swindling futurity on a large scale." <i>Thomas Jefferson to John Taylor, 1816</i>
Hamilton wanted a strong, national bank in order to provide Americans with a financial reason for wanting the newly formed country to be a success.	9. "Power over a man's subsistence is power over his will." <i>Alexander Hamilton, Federalist papers, Number 79</i>
Believing that direct democracy would lead to the downfall of America, Hamilton argues that ancient democracies were nothing more than tyrannies. He felt that the new government was designed to ensure that the educated and wealthy rule and not the masses.	10. "The ancient democracies in which the people themselves deliberated never possessed one good feature of government. Their very character was tyranny; their figure deformity." <i>Alexander Hamilton - Speech on 21 June 1788 urging ratification of the Constitution in New York.</i>

Student Handout 1

Alexander Hamilton Reading and Presentation Notes

Directions: Your group will be assigned a section of the background reading. As a group, please read your assigned section. Then, answer the questions on this document that correspond with the section you read. You will also see a thought question designed to make you think about what you have read and form an opinion based on your newly gained knowledge. After you have read, you will use the second column to prepare a presentation on what you have read and the questions related to your section. When you are not presenting, you will use the right column to take notes on the material presented.

Please do not lose these notes as they will assist you in the completion of a writing assignment.

Personal Background	
<p>1. Why did Hamilton leave St. Croix?</p> <p>2. What gave Hamilton access to political life?</p> <p><u>Thought Question:</u> Would Hamilton have been successful in politics if he had not married Elizabeth Schuyler? Why? Why not?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 1

View of Human Nature	
<p>1. What is human nature?</p> <p>2. Why did Hamilton distrust people?</p> <p>3. Why was Hamilton fearful of “the mob”?</p> <p><u>Thought Question:</u> Were Hamilton and the Federalists correct when they stated that mob rule would lead to instability? Why? Why not?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 1

Best From of Government	
<p>1. Why did the Federalists want the educated to govern?</p> <p>2. What is loose construction?</p> <p>3. What did Federalists hope the new government would do?</p> <p><u>Thought Question:</u> Was Hamilton correct in his belief that the wealthy should rule the country? Why? Why not?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 1

Ideal Economy

Notes for/from Presentation

1. What did Hamilton see as the key to greatness?

2. Why was debt reduction important to Hamilton?

Thought Question:

Is compromise necessary when there is a conflict? Why? Why not?

Student Handout 1a

Alexander Hamilton's ideas about government and the Federalist Party

View of Human Nature

Best Form of Government

Ideal Economy

Comments About Jefferson



Thoughts about
Federalists

Personal Background:

Student Handout 2

Thomas Jefferson Reading and Presentation Notes

Directions: Your group will be assigned a section of the background reading. As a group, please read your assigned section. Then, answer the questions on this document that correspond with the section you read. You will also see a thought question designed to make you think about what you have read and form an opinion based on your newly gained knowledge. After you have read, you will use the second column to prepare a presentation on what you have read and the questions related to your section. When you are not presenting, you will use the right column to take notes on the material presented.

Please do not lose these notes as they will assist you in the completion of a writing assignment.

Personal Background	
<ol style="list-style-type: none">1. What does it mean that Jefferson came from an “old and respected family”?2. Why did Jefferson enter politics?3. What famous document did Jefferson write? <p><u>Thought Question:</u> Jefferson owned slaves but wrote the Declaration of Independence, which stated that “all men are created equal.” Is there a conflict between his belief and action? Why? Why not?</p>	<u>Notes for/from Presentation</u>

Student Handout 2

View of Human Nature	
<p>1. How did Jefferson's view of human nature differ from Hamilton's?</p> <p>2. How did Jefferson feel about farmers?</p> <p><u>Thought Question:</u> Why do you think that, despite the fact that he was educated, Jefferson distrusted professors?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 2

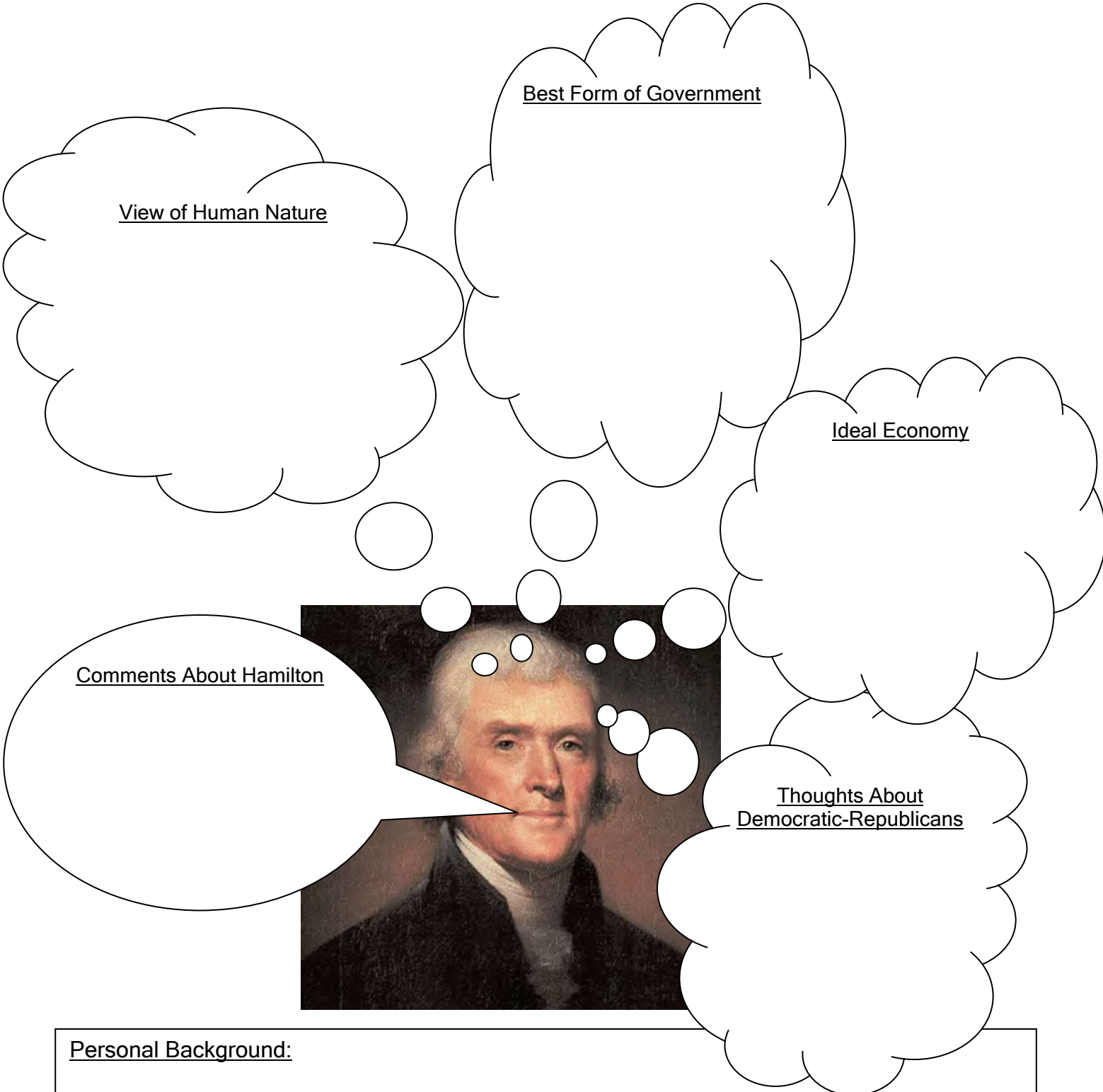
Best From of Government	
<p>1. Why did Democratic-Republicans say that the Federalists wanted a king?</p> <p>2. What is strict construction?</p> <p><u>Thought Question:</u> Do you agree with the Democratic - Republicans that it is best to limit the powers of the government by using strict construction? Why? Why not?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 2

Ideal Economy	
<p>1. Where did Jefferson believe the future of America lay? Why?</p> <p>Thought Question: What do you think caused Jefferson and the Democratic-Republicans to distrust bankers and merchants?</p>	<p><u>Notes for/from Presentation</u></p>

Student Handout 2a

Thomas Jefferson's ideas about government and the Anti-Federalist Party



Personal Background:

Student Handout 3

Quotation Analysis Worksheet

Before You Read

The following is a section from the United States Constitution, the interpretation of this clause has been debated throughout history; even Jefferson and Hamilton disagreed on its meaning. It is often referred to as the Elastic Clause because it allows our government to stretch its powers as needed.

Article One, Section Eight, United States Constitution

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Predict

Based on what you know about Jefferson and Hamilton, who do you think would be in favor of the United States government stretching its powers with the Elastic Clause? Why?

Directions: Fold your paper in half to create two columns. Copy the table headings below on your paper. Read the quotations and answer the following questions for each quote. Be sure to indicate the number of the quotation as you answer the question. Below is a sample table for Quotations 1 and 2. The table you create on your own paper will include all of the quotations.

<u>Opinion</u>	<u>Evidence</u>
<p><u>Quotation 1:</u></p> <ol style="list-style-type: none">1. What is the topic of the quote?2. What is the purpose of the quotation?3. Who do you think is the author?4. Explain how you came to your conclusion about the author.	
<p><u>Quotation 2:</u></p> <ol style="list-style-type: none">1. What is the topic of the quote?2. What is the purpose of the quotation?3. Who do you think is the author?4. Explain how you came to your conclusion about the author.	

Student Handout 4

Structured Practice

Part One: Citation

When you complete a writing assignment and are asked to provide evidence to support your position, you are using citation, a component of good writing; authors use citations to let the reader know that the ideas presented are not their own. Most citations have a formal structure in which the author is required to provide specific information from the source. However, the writing assignment you will complete will simply require you to identify where you learned the information (background reading or speech).

Practice

Read the following Section from the Constitution:

Article One, Section Eight, United States Constitution

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Write one sentence that explains what you've learned from the above passage. Inside the parentheses write the word Constitution because that is where you learned the information.

_____ (_____).

Now, open your history book, read one sentence, and explain what you learned. Be sure to cite your source.

_____ (_____).

Explain one item that you learned from the background reading and cite your source.

_____ (_____).

Part Two: Point of View

Your point of view is very easy to determine. It is your position or perspective on a particular issue. You are going to be asked to write from the perspective of Jefferson or Hamilton. But, before you write from their point of view, complete the practice exercises with a partner.

1. Rebecca wants to get a new pet dog. She would rather get a big dog because she wants the dog to protect her.

Pretend you are Rebecca and write a sentence explaining *why* you like big dogs:

_____.

2. Rebecca's brother, Samuel also wants to get a pet dog. However, Samuel wants a small dog. He wants to be able to carry the dog with him to soccer practice.

Pretend you are Samuel and explain *why* you want a smaller dog than your sister does:

_____.

Student Handout 4

Part Three: Before You Write

It is important to organize your information, use the following graphic organizer to help you organize your thoughts. Remember any time you use ideas from a source, you must **cite** them.

1. I will be writing from the point of view of _____
2. He believed in _____ construction, which is defined as _____.
3. Now, write your thesis: As the leader of the _____ Party, I would like to assure you that the _____ Party is best for Americans because _____ and _____.

<u>Name of political party:</u>	<u>View of the government, including belief about the Elastic Clause (list sources):</u>
<u>Reasons to join this party (list sources):</u>	<u>Reasons not to join other party (list sources):</u>

Use three pieces of evidence and make sure that you properly cite your sources.

Student Handout 5

Sentence Starters

- I believe that....
- I understand your point, but....
- I would like to point out...
- I disagree with you because...
- I respect your opinion, however,
- I would like you to clarify...
- I am confused because...
- I agree because...

Historical Context
1- 2 sentence
summary of topic

Thesis
Your main argument
or idea that you will
support

Main
Idea *

Topic
Sentence
* Supporting
Detail
* Evidence
Analysis
Concluding
Sentence

Main
Idea *

Topic
Sentence
* Supporting
Detail
* Evidence
Analysis
Concluding
Sentence

Main
Idea *

Topic
Sentence
* Supporting
Detail
* Evidence
Analysis
Concluding
Sentence

Restate Thesis

Review Main Points

Final Thought

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Introduction to the Curricular Map

The curricular maps allocate the time needed to teach all of the content standards adequately in one instructional year. They are designed to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, with each component comprising roughly 1/3 of the instructional time in a year-long course. Within each instructional component, there are days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the ten days needed to prepare for and take the California Standards Test. The maps also build in nine days to account for other activities that may impact classroom time (e.g. fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standard • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 8th Grade:

- 8.8 (The West) was placed before 8.6 and 8.7 (The North and The South) to create better continuity between topics (The North, The South, The Civil War).
- 8.11 (Reconstruction) was calendared to comply with the Education Code, **§ 855**, requirement that 85% of instruction occur prior to the CST.
- It is necessary to conclude instruction on Standard 8.1 at an appropriate time in order to reach Standard 8.11 in the allocated instructional days.

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Component 2: Foreign Policy, Divergent Paths (Standards 8.5, 8.6, 8.7, 8.8, 8.9)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.5 Students analyze U.S. foreign policy in the early Republic.	2 Questions	<ul style="list-style-type: none"> • Manifest Destiny • Imperialism • Foreign policy • Nationalism 	<u>Traditional Calendar</u> 9 Days <u>Concept 6 Calendar</u> <i>A-Track</i> 5 Days <i>B-Track</i> 5 Days <i>C-Track</i> 8 Days <i>D-Track</i> 9 Days <u>Four by Four Calendar</u> 4 Days
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	B		
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	A		
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	3 Questions	<ul style="list-style-type: none"> • Frontier • Manifest Destiny • Natural resources • Sectionalism • Social mobility • Expansion • Democracy • Region • Spoils system 	<u>Traditional Calendar</u> 15 Days
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days <i>B-Track</i> 14 Days <i>C-Track</i> 14 Days <i>D-Track</i> 15 Days
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	A		<u>Four by Four Calendar</u> 4 Days
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	B		
4. Examine the importance of the great rivers and the struggle over water rights.	B		
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	B		
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	A		

Standards	Blue Print Focus Standards	Concepts	Instructional Days
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Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	3 Questions	<ul style="list-style-type: none"> • Factory system • Industrial Revolution • Natural resources • Reform • Sectionalism • Social mobility • Assimilation • Immigration • Suffrage • Transcendentalism • Individualism 	<u>Traditional Calendar</u> 9 Days
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	A		<i>B-Track</i> 10 Days
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	B		<i>C-Track</i> 9 Days
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	*		<i>D-Track</i> 9 Days
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	*		<u>Four by Four Calendar</u> 6 Days
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	A		
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	B		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	2 Questions	<ul style="list-style-type: none"> • Agrarian economy • Cash crops • Natural resources • Sectionalism • Slavery 	<u>Traditional Calendar</u> 11 Days
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days <i>B-Track</i> 10 Days <i>C-Track</i> 9 Days <i>D-Track</i> 11 Days
2. Trace the origins and development of slavery; its effect on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	A		<u>Four by Four Calendar</u> 6 Days
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	C		6 Days
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	C		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	4 Questions	<ul style="list-style-type: none"> • Abolition • Justice • Freedom • Compromise • Equality • Annexation • Popular sovereignty 	<u>Traditional Calendar</u> 12 Days
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	A		<u>Concept 6 Calendar</u>
2. Discuss the abolition of slavery in early state constitutions.	C		<u>A-Track</u> 9 Days
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	B		<u>B-Track</u> 10 Days
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	A		<u>C-Track</u> 15 Days
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	B		<u>D-Track</u> 12 Days
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	C	<u>Four by Four Calendar</u> 5 Days	

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 8th Grade Standards

STANDARD	<u>Prentice Hall</u> <i>America: History of Our Nation 2006</i>	<u>McDougal Littell</u> <i>Creating America: Beginnings Through WWI</i>	<u>TCI</u> <i>History Alive! The United States Through Industrialism</i>
8.1	Chapters: 1,2	Chapters: 5,6,7	Chapters: 4,6
8.2	Chapters: 3	Chapters: 8	Chapters: 8,9,10
8.3	Chapters: 4	Chapters: 8,9	Chapters: 10,11
8.4	Chapters: 4,5,6,8	Chapters: 10,12,14	Chapters: 12,13
8.5	Chapters: 5,6	Chapters: 10,11	Chapters: 12
8.6	Chapters: 6,7,8	Chapters: 11,14	Chapters: 18,19,20
8.7	Chapters: 7	Chapters: 11	Chapters: 19,20
8.8	Chapters: 5,6,9	Chapters: 10,12,13	Chapters: 14,15,16,17
8.9	Chapters: 7,8,10	Chapters: 14,15	Chapters: 21
8.10	Chapters: 10,11,12	Chapters: 12,16,17	Chapters: 22
8.11	Chapters: 12,15	Chapters: 18	Chapters: 23
8.12	Chapters: 13,14,15	Chapters: 19,20,21	Chapters: 24,25,26,27



LAUSD

HISTORY-SOCIAL SCIENCE

KEY STANDARD: 8.6.6 Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

MODEL LESSON 3 **MAIN STANDARD: 8.6 - Divergent Paths**

PRIOR KNOWLEDGE REQUIRED

- What does it mean to reform something?
- Why did the early women's rights movement occur?
 - Who were the leaders of the movement?
- Why did the Northeast have a spirit of reform in the mid-19th century?
- What groups of people were not represented at the Constitutional Convention?
- To what do the terms politics, economics, education, social structures refer?

KEY SKILLS

- Research, Evidence and Point of View**
 - To assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Historical Interpretation**
 - To understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
 - To interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.
- English Language Arts Connections**
 - Analyze text that uses proposition and support patterns. (E/LA Reading Comprehension Standard 2.2)
 - Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. (E/LA Writing Standard 1.1)
 - Achieve an effective balance between researched information and original ideas. (E/LA Writing Standard 1.5)

BRIEF OUTLINE OF LESSON

- Day 1**
 - Hook/Introduction to Lesson - Prediction Guide
 - Goals of Lesson
 - Visual Discovery Activity
 - Timeline Activity
- Day 2**
 - Finish Discussion on Timeline Activity
 - Document Analysis
 - Comparing Declaration of Sentiments to the Declaration of Independence
 - Prewriting Essay Organizer
- Day 3**
 - Final Preparation for Writing Assessment
 - Student Writing Assessment
 - Reflection

STUDENT CHALLENGES

- Analyzing and understanding primary sources.
- Drawing sound conclusions from primary sources.
- Understanding the grievances stated in the Declaration of Sentiments.
- Making a claim, writing about the claim, and supporting the claim with evidence.

STANDARD: 8.6.6

CONNECTIONS TO RELATED 8TH GRADE STANDARDS

- **8.1.2** - Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
- **8.9** - Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- **8.9.1** - Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).
- **8.10.2** - Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

ASSESSMENTS

Intermediate Assessments

- Student discussion related to the images in the Visual Discovery Activity.
- Student discussion about the importance of the events found in the timeline of women rights.
- Student dialogue related to the analysis of the documents.
- Categorizing information throughout the lesson in Student Handout 2.
- Reviewing the pre-writing organizer.

Culminating Assessment

- Writing three body paragraphs of a persuasive essay using and citing supporting evidence.
- Use of transition sentences between body paragraphs.

INSTRUCTIONAL STRATEGIES

Visual Discovery*

- Use of powerful images to teach social studies concepts.
- The best images
 - are clearly tied to your content standards and teaching objectives.
 - illustrate key events or concepts.
 - graphically show human emotion, drama, suspense, or interaction.
 - are interesting or unusual.
- Arrange your classroom so projected images will be large and clear.
 - Ask carefully sequenced questions that lead to discovery.
 - Questions need to spiral from the basic to the critical thinking level.
 - Level I: Gathering Evidence
 - Level II: Interpreting Evidence
 - Level III: Making Hypotheses from Evidence

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ACADEMIC LANGUAGE DEVELOPMENT

- | | |
|---------------|----------------|
| • Legal | • Prohibit |
| • Exclude | • Paradigm |
| • Expand | • Contrast |
| • Policy | • Discriminate |
| • Domestic | • Trace |
| • Participate | |

SUGGESTIONS FROM TEACHERS

Prediction Guide

- Let students know that all answers will be between 0 and 13.
- Turn the Student Handout into a transparency and do the activity as a class.

Visual Discovery Activity

- Use this activity as a check for student understanding.

Timeline Activity

- Some students may be sensitive to the placard for 1829 and the issue of birth control. If there are students in your class who have circumstances that may make them sensitive, it may be best to not use this placard.

Grievances Activity (Student Handout 5)

- Give students information about women's rights today and allow students to determine if the grievances have been addressed.

Please refer to the Appendix titled "The Writing Process" for additional resources.

Model Lesson 3: Early Women's Rights Movement

Standard:

8.6.6 - Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

Focus Analysis Skills:

- Chronological and Spatial Thinking
 - Students explain how major events are related to one another across time.
 - Students construct various timelines of key events, people, and periods of the historical era they are studying.
- Historical Research, Evidence, and Point of View
 - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Historical Interpretation
 - Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
 - Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.

Materials:

- **Document 1:** Excerpt from *The Declaration of Sentiments*
- **Document 2:** Excerpt from *The Declaration of Sentiments* side by side with an excerpt from *The Declaration of Independence*
- **Document 3:** List of Current Statistics of Women's Accomplishments
- **Document 4:** Lyrics from the Suffragette Song "Let Us Speak Our Minds" by Elizabeth Knight (OPTIONAL)
- **Document 5:** *Ain't I A Woman?* Speech by Sojourner Truth (OPTIONAL)
- **Student Handout 1:** Hook Activity
- **Student Handout 2:** Graphic Organizer for Issues
- **Student Handout 3:** Completed Timeline
- **Student Handout 4:** Timeline
- **Student Handout 5:** Analyzing the Declaration of Sentiments
- **Student Handout 6:** Graphic Organizer
- **Transparency 1**
- **Transparency 2**

Guiding Inquiries:

1. How did the women's rights/suffrage movement develop?
2. Who were the leaders of the women's rights/suffrage movement?
3. What were the main goals of the women's rights/suffrage movement?
4. What struggles did the leaders of the women's rights/suffrage movement face?
5. What were the successes and continued struggles of the women's rights/suffrage movement?
6. How did women overcome the barriers that were continuously put in front of them?
7. How have the conditions for women changed as a result of the women's rights/suffrage movement?
8. How successful was the women's rights/suffrage movement?

Lesson Study Research Questions:

1. Can students see how economic, political and educational restrictions/inequalities/limitations lead to social movements?
2. Can students see the change and/or continuity in the rights and treatment of women over time?

Lesson Overview:

This lesson on the beginning of the women’s rights movement should come during the series of lessons where students learn about the transformation of American society between 1820 and 1860 (McDougal Littell - Chapter 14; TCI - Chapter 18; Prentice Hall - Chapter 8). Teachers who teach the standards on the North and the South as a comparative unit should teach this lesson after covering the basic features of those regions (e.g. economy, geography). This lesson will further develop the skills of planning and outlining an essay, writing internal paragraphs, highlights transitions and citing evidence. This lesson may take from 3-5 days to complete depending on the needs of the students. Each day of the lesson has been written to fit a 50 minute instructional period.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook/Introduction Exercise: To engage students in the challenges facing women in the nineteenth century the lesson begins with a “hook exercise” (Student Handout 1). Have students complete the handout. Students will not need much direction as the handout is fairly self-explanatory. Review handout as a class and student reactions to the content and answers. Part I Answers: 1. 1 (New Jersey) 2. 0 (New Jersey decided to change its laws) 3. 0 (No colleges admitted women) 4. 0 5. 0 Part II: Students can pair-share their opinions, but do not go over these statements yet. At the end of the lesson, have students take out Student Handout 1 and see if they want to change any of their opinions. After they have this opportunity, discuss the statements and the students’ opinions as a closing/reflection activity at the end of the lesson.</p>	<p><u>Time Suggestion:</u> 5 minutes for directions and completing the handout.</p> <p>Inform students that all responses are between 0 and 13.</p> <p>This preview activity will give the teacher insight to the prior knowledge students have about the women’s rights movement.</p> <p>The information on this handout can be cited as evidence in the culminating essay.</p>
<p>Explaining the Goals of the Lesson to Students: Student Handout 2 should be given to students at this time.</p> <ul style="list-style-type: none">○ Explain to students that they will be going through a series of activities related to the women’s rights movement.○ At the end of the lesson, the students will be responsible for writing a response to the following focus question: What were the goals of the women’s rights movement? How successful was the women’s rights movement in achieving those goals?○ This graphic organizer should be used by students throughout the various activities as a note taking-tool to prepare them for the writing assignment. Students need to cite the sources for the notes they take.<ul style="list-style-type: none">○ The handout is divided into four categories.○ On the left-hand side of each column, students should write statements regarding what rights women were fighting to obtain.○ On the right-hand column, students should use the evidence found in the lesson’s documents to evaluate whether women were successful in gaining the right (plus sign) or if they are still fighting for the right at the end of the early women’s rights movement in the 1850s (minus sign).○ The evidence the students collect on this handout will be helpful for	<p><u>Time Suggestion:</u> 5 minutes</p> <p>The teacher should refer to this handout as he/she delivers each part of the lesson to remind students that taking notes is important.</p> <p>Let students know that some issues can be in multiple categories and they can choose which category to place the issue under.</p>

<p>them when they are planning their essay.</p> <p>Suggestion: Creating posters of each of the categories and putting them up around the room can be helpful for students. As the teacher comes across something that can be added to the chart, fill it in on the poster with students. Students can use these posters as a guide to completing their own Student Handout 2.</p>	
<p>Visual Discovery Activity: On an overhead or LCD projector, display Teacher Transparency 1.</p> <ul style="list-style-type: none"> ○ Make sure Teacher Transparency 1 can be projected so the entire class can clearly view the image. <p>Elicit student responses to the following questions (questions move from basic to critical thinking, therefore it is important to ask them sequentially). The teacher may want to chart student responses to help them remember the discussion about the image.</p> <ul style="list-style-type: none"> ○ What do you see in this image? ○ What are some key details you see? ○ How would you describe the scene and the people? ○ What are the people in this image saying to each other? ○ What objects in the image are symbols? What do the symbols mean? ○ What do you think these people were feeling at this time and place? ○ What would be an appropriate caption for this image? ○ What current-day issue might be depicted in a image like this one? <p><u>Background Information About Visual:</u> "The Discord," 1865. Cartoon. A marriage dispute over who controls the family. "Fight courageous for sovereign authority, neighbor, or your wife'll do to you as mine has done to me - she'll pull your hair off your head and compel you to wear a wig!" Child: "Oh, Mamma, please leave my Papa his Pants." Husband: "Rather die! than let my wife have my pants. A man ought to always be the ruler." Wife: "Sam'y help me! Woman is born to rule and not to obey those contemptible creatures called men!" Daughter: "Oh, Pa, let go, be gallant or you'll tear 'em." Woman: "Bravo, Sarah. Stick to them, it is only us which ought to rule and to whom the pants fit best."</p> <p><u>Source Information:</u> Public domain. The New-York Historical Society, NY, NY. In Mary Cable and the Eds. of American Heritage, <i>American Manners and Morals</i>, 1969, p. 199.</p> <p>Teacher Transparency 2:</p> <ul style="list-style-type: none"> ○ Background Information <ul style="list-style-type: none"> ○ "The Age of Brass/or the Triumphs of Women's Rights," cartoon, 1869. Various types of dangerous feminists. "Vote for the Celebrated Man Tamer...Rights for Women...for Sheriff Miss Hang Man..." Two women smoke cigars; on the side, a man holds a baby. Currier and Ives. <p><u>Source Information:</u> Public domain. Library of Congress Prints and Photographs Division, Washington, DC 20540. LC-USZC2-1921. In Walton Rawls, <i>A Great Book of Currier and Ives' America</i>, 1869, p. 457.</p>	<p><u>Time Suggestion:</u> 10-15 minutes</p> <p>Help students organize their responses into the graphic organizer on Student Handout 2.</p> <p>The teacher may want to make Student Handout 2 into a poster that can be used to chart the class discussion to help students.</p> <p>All questions do not need to be asked. The activity will focus students on some of the issues that faced women during this time period.</p> <p>Give students the citation information so they can cite the source correctly.</p> <p>Similar questions can be developed for this visual or any other visual that the teacher would like to use, related to women's rights.</p>
<p>Timeline Activity: Students will receive Student Handout 3 containing a timeline of women's rights and Student Handout 4 containing a brief narrative on the women's rights movement.</p>	<p><u>Time Suggestion:</u> 10 - 15 minutes to fill in the blanks on the timeline.</p>

<ul style="list-style-type: none"> ○ Student Handout 3 consists of 20 dates. Half of the dates are filled in on the timeline and there are 10 blank boxes with dates in the timeline representing the era being studied. ○ Students will work in pairs to fill in the blank areas of the timeline with important events and people discussed in the chapter and Student Handout 4. <ul style="list-style-type: none"> ○ Students will have to use their textbook and Student Handout 4 in order to complete the timeline. ○ Having students compete to see which pair finishes first is a strategy that can be used to help students work at a faster pace. ○ Review each date with the class, discussing the meaning and significance of each item. The review should also help students to learn how to analyze timelines to make historical conclusions from them. ○ To review the events, a Powerpoint or overhead transparencies visually representing key individuals and events will help to support and focus student learning. <ul style="list-style-type: none"> ▪ Each event can be placed in one of the categories on Student Handout 2. Categorize key events with students to help them identify the goals of the reformers for women’s rights. ▪ A discussion can take place as to what right women were fighting for and whether or not they have obtained that right according to what the timeline says. ▪ Reconnect with the content from the hook activity to wrap-up the lesson. <p>The discussion summing up this activity will be completed as the warm up on Day 2.</p>	<p>15 minutes reviewing the key events as a class.</p> <p>Students who complete the activity quickly could be directed to identify the most important items on the timeline in preparation for the class discussion/review, or to make a short summary of what the timeline is all about.</p> <p>A Think-Pair-Share focusing on the most significant item on the timeline may help to start the review of the timeline.</p>
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Day 2	
Teacher/Student Activities	Helpful Hints
<p><u>Finish Discussion on Timeline Activity:</u> Review key events and goals of the women’s rights reformer. A warm-up question such as “What were women fighting for in the 19th century? Why?” might be a useful starting point to review yesterday’s learning and to lead into a further examination of those issues during Day 2 of the lesson.</p> <p>Review Student Handout 2 to make sure students were able to place the events on the timeline in the correct categories.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><u>Comparing Similar Documents:</u> Distribute Document 1. Review the focus question with the students to direct their focus on look for evidence to help them answer the question throughout the reading and discussion of Document 1. <u>Document 1:</u></p> <ul style="list-style-type: none"> ○ Read through Document 1 as a whole class. ○ Direct students to take notes on any discussion that takes place. Their notes are to help them clarify the meaning of the document. ○ Background Information on Document 1: <ul style="list-style-type: none"> ○ Women traditionally had been regarded as inferior to men both physically and intellectually. Both law and theology had ordered their subjection. Women could not possess property in their own names, engage in business, or control the disposal of their children or even of their own persons. Although Mary Astell and others had pleaded earlier for more opportunities for women, the 	<p><u>Time Suggestion:</u> 20 minutes to read and discuss Document 1.</p> <p>Remind students to take notes on the class discussion on the left-side of the document; they can also underline or highlight. However, students must actively take notes to help with their</p>

first feminist document was Mary Wollstonecraft's, "Vindication of the Rights of Women" (1792). During the French Revolution, women's republican clubs demanded that liberty, equality, and fraternity be applied regardless of sex, but this movement was extinguished by the Code Napoleon. In North America, although Abigail Adams and Mercy Otis Warren pressed for the inclusion of women's emancipation in the Constitution, the feminist movement dates from 1848, when Elizabeth Cady Stanton, Lucretia Coffin Mott, and others in a women's convention at Seneca Falls, N.Y., issued a declaration of independence for women, demanding full legal equality, full educational and commercial opportunity, equal compensation, the right to collect wages, and the right to vote.

- Break **Document 1** into three parts: Introduction, List of Complaints/Grievances, Demands/Conclusion
- Make sure the students understand the six complaints/grievances that are part of the excerpt.
 - These complaints/grievances will be used in completing **Student Handout 5**.
- Before beginning the comparison between **Documents 1 and 2**, ask the following question to transition into the comparison activity:
 - Does this document remind you of any other document we have studied in U.S. History this year?

Document 2

Declaration of Independence side by side with the Declaration of Sentiments:

- The Declaration of Independence is included to show that Stanton and Anthony felt that the document did not address the concerns of women. As a result, they took the same format and created their own declaration. Discussion and analysis should focus on **Document 1**.
 - This document is included in order to compare the structure and similarities between the Declaration of Independence and the Declaration of Sentiments.
 - The students have had some exposure to this document earlier in the year, a **brief review** of key phrases and the general structure of the Declaration of Independence should suffice.
 - Point out the parallel structure of the documents.
 - Read the similar parts of the documents out loud.
- Have students go on a scavenger hunt through the documents to point out the similarities.
 - Give students the line numbers in each document that are similar and have them highlight or underline the phrases.
 - For example:
 - Underline Line 1 in both documents.
 - Underline Line 8 and 9 in the Declaration of Sentiments.
 - Underline Line 9 and 10 in the Declaration of Independence.
 - A discussion can then occur regarding the similarity of the documents.
- Questions for Discussion:
 - What do you notice about the structure of each document?
 - Why do you think that Elizabeth Cady Stanton and Susan B. Anthony would write a document similar to the Declaration of Independence?
 - Why did these women feel their rights were being violated?

understanding of the documents.

Time Suggestion:
10 minutes to compare **Document 1** to **Document 2**.

Remind students they can also put any evidence they might want to use in their essay on **Student Handout 2**.

Students need to understand the meaning of the word grievance before completing **Student Handout 5**.

Time Suggestion:
5-7 minutes for students to complete **Student Handout 5**.

2 minutes for sharing some of the grievances students cited.

<p><u>Student Handout 5:</u></p> <ul style="list-style-type: none"> ○ After reading through the documents and discussing the importance and meaning of Document 1, have students work in pairs to complete the chart on Student Handout 5. ○ Go over the example with the students and direct their attention to the part of the document where the grievances can be found. ○ After students finish the handout, spend a few minutes having students share some of the grievances they cited with the entire class. <ul style="list-style-type: none"> ○ There are only 6 complaints/grievances listed in the document. <p><u>Document 3:</u></p> <ul style="list-style-type: none"> ● After students have discussed the grievances, distribute Document 3. ● This is a list containing recent statistics on women’s accomplishments. ● Have students review the list and compare it to what women were asking for in 1848. ● Ask students if they feel that women today have accomplished all that the women in 1848 were fighting for. Make connections to current events where appropriate. <p><u>Optional Concurrent Activity:</u></p> <ul style="list-style-type: none"> ○ While students work in pairs to complete Student Handout 5, the teacher may play the song, “Let Us Speak Our Minds” as background music. This will allow students to hear a song from the women’s rights movement. ○ Document 4 provides lyrics for the students and can be distributed to them. <ul style="list-style-type: none"> ○ Document 4 can be an additional source of information for students to cite evidence from when they are writing their paragraphs. If students cannot find any evidence to use from Document 4, they do not need to use this source. ○ The use of Document 4 is optional. ○ Students can review Document 4 on their own or as part of the homework assignment. 	<p><u>Time Suggestion:</u> 15 minutes for students to review Document 3 and have a class discussion related to the document.</p>
<p><u>Homework Assignment:</u> Distribute Student Handout 6. This is a graphic organizer for collecting students thoughts before writing their paragraphs. Students should use the notes and handouts from the entire lesson and complete Student Handout 6.</p> <p><u>Suggestion:</u></p> <ul style="list-style-type: none"> ● Create the introductory paragraph together as a class focusing on identifying three goals of the women’s rights movement. ● Have two different thesis statements for students as models. One focusing on the movement as a success the other focusing on the movement as unsuccessful. <p>Students need to cite evidence from at least three different sources. Students can be directed to cite from a different source in each of the body paragraphs.</p> <p>If students are struggling to complete this as homework, this can be done in pairs or with the entire class at the beginning of Day 3.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>Remind students that tomorrow they are going to write three internal/body paragraphs.</p> <p>EL Support: Complete Student Handout 6 as a class at the beginning of Day 3.</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p><u>Review the Pre-Writing Organizers and Evidence:</u> Have students review the work they have done on Student Handout 6 with a partner. Students should explain their argument to their partner and share the pieces of evidence they will use to support their views.</p> <p>As students are sharing, the teacher can walk around the room to see who needs additional support in organizing their thoughts.</p> <p>If students were unable to complete Student Handout 6, they can work on it during this time. The teacher may want to give additional support to those students who struggle with the handout. Work with them to further explain how to organize their notes and thoughts in preparation for writing the paragraphs.</p>	<p><u>Time Suggestion:</u> 15-20 minutes</p>
<p><u>Final Check:</u> Review the focus question with the class and make sure there is a clear understanding of the question.</p> <p>Distribute the rubric, provide students a minute to scan it, and ask any questions they might have about the rubric.</p> <p>Ask students if there are any other questions related to any of the documents or the task they are about to complete.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>The rubric can be distributed at the end of Day 2 to allow students to review it while they are completing Student Handout 6.</p>
<p><u>Student Writing:</u> Place the focus question on an overhead or LCD projector and have students complete the task.</p> <p>Students should write their thesis at the top of their paper and proceed to write their three body paragraphs. Remind students that they must cite evidence from at least three different sources.</p> <p>After the students have completed their writing and have reviewed their paragraphs for errors, have them complete a self-assessment using the distributed rubric. Students should turn in their self-assessments with their writing tasks.</p> <p>Collecting all of the notes, documents, and handouts related to the activities in this lesson can be helpful in looking at the student's thought processes when.</p>	<p><u>Time Suggestion:</u> 25 minutes</p> <p>The teacher can show students an example of how they should set up their paper on the overhead or LCD projector.</p> <p>Have the order students are to turn in their assignments written on the board.</p>

Day 4 (optional)	
Teacher/Student Activities	Helpful Hints
<p><u>Reflection:</u> Have students take out Student Handout 1 and review their thoughts on the statements in Part II. Tell students they can change their opinions if they have learned new information that has changed their minds about an issue. Discuss the statements and reflect on what the students have learned about each statement over the past three days. Have students write a reflective paragraph. Questions to direct their writing might be:</p> <ul style="list-style-type: none"> • Describe one new piece of information that you learned and why you think it was important to learn about. • Based on the information you have learned, how do you think the 	<p><u>Time Suggestion:</u> 5 minutes to review Student Handout 1 10 minutes to write reflective paragraph.</p>

<p>women's rights movement will shape the way "The North" will be viewed?</p> <ul style="list-style-type: none"> • What was your favorite part about the lesson over the past three days? 	
<p><u>Ain't I A Woman? Speech given by Sojourner Truth</u> Distribute Document 8 to the students. Read through Sojourner Truth's speech as a class. Using the Debrief Questions to direct discussion, point out the main ideas found in the speech. Review the Debrief Questions as a class. Document 8 Answers:</p> <ol style="list-style-type: none"> 1. Obtaining an equal place for both women and African Americans. 2. She contradicts the portrayal of women as weak by giving examples from her own life where she was incredibly strong - often stronger than men. She dismisses the idea of women's intellectual inferiority, citing fairness, and says, "If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?" Finally, she argues against those who cite the biblical inferiority of women by asking, "Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him." 3. Women were considered weak, intellectually inferior to men, and prohibited by religion from reaching equality with men. 4. "Negroes' rights" movement and the abolitionist movement. 	<p><u>Time Suggestion:</u> 15 minutes</p>
<p><u>Socratic Seminar:</u> If the teacher wanted to extend the lesson for a complete 4th day, students could participate in a Socratic seminar discussing the focus question. The students have already collected all of the information and have formed opinions. Some instruction on what a Socratic seminar is might be needed but could easily be disseminated.</p>	<p><u>Time Suggestion:</u> 35 - 50 minutes Students may do the above reflection for homework and include how they felt about participating in a Socratic seminar.</p>

Document 1

Notes, Questions, Comments	Excerpt From: <i>The Declaration of Sentiments</i> from Seneca Falls Convention (1848)
<p><u>hitherto</u> - until this time</p>	<p>When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have <u>hitherto</u> occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that <u>impel</u> them to such a course.</p>
<p><u>impel</u> - force to do</p>	<p>We hold these truths to be <u>self-evident</u>: that all men and women are created equal; that they are <u>endowed</u> by their Creator with certain <u>inalienable</u> rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse <u>allegiance</u> to it, and to insist upon the institution of a new government...</p>
<p><u>self-evident</u> - obvious without explanation or proof <u>endowed</u> - provide with something desirable (worth having) <u>inalienable</u> - impossible to take away</p>	<p>The history of mankind is a history of repeated injuries and <u>usurpations</u> on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a <u>candid</u> world.</p>
<p><u>allegiance</u> - loyalty; devotion</p>	<p>He has never permitted her to exercise her inalienable right to the elective <u>franchise</u>.</p>
<p><u>usurpation</u> - unlawful taking of power <u>candid</u> - honest; open</p>	<p>He has compelled her to submit to laws, in the formation of which she had no voice.</p>
<p><u>franchise</u> - right to vote</p>	<p>He has made her, if married, in the eye of the law, <u>civilly</u> dead.</p>
<p><u>civilly</u> - relating to government and/or society</p>	<p>He has taken from her all right in property, even to the wages she earns.</p>
<p><u>depriving</u> - to prevent someone from having something</p>	<p>After <u>depriving</u> her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.</p>
<p><u>facilities</u> - means or way of doing something</p>	<p>He has denied her the <u>facilities</u> for obtaining a thorough education, all colleges being closed against her.</p>
<p><u>degradation</u> - the act of humiliating somebody, causing him or her a loss of status, reputation, or self-esteem <u>aggrieved</u> - to cause somebody pain, trouble, or distress <u>fraudulently</u> - not honest, true, or fair, and intended to deceive people</p>	<p>Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious <u>degradation</u>--in view of the unjust laws above mentioned, and because women do feel themselves <u>aggrieved</u>, oppressed, and <u>fraudulently</u> deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.</p>

	Excerpt From: <i>The Declaration of Sentiments</i>	Excerpt From: <i>The Declaration of Independence</i>
1 2 3 4 5 6 7	When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different ... mankind requires that they should declare the causes that impel them to such a course.	When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth ... a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.
8 9 10 11 12 13 14 15 16 17 18 19	We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government...	We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government ... To prove this, let Facts be submitted to a candid world.
20 21 22 23 24 25	The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.	He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
26 27 28	He has never permitted her to exercise her inalienable right to the elective franchise.	For imposing Taxes on us without our Consent:
29 30 31	He has compelled her to submit to laws, in the formation of which she had no voice.	For depriving us in many cases, of the benefit of Trial by Jury:
32 33 34	He has made her, if married, in the eye of the law, civilly dead.	For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments:
35 36 37	He has taken from her all right in property, even to the wages she earns.	For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.
38 39 40 41 42	After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.	He has abdicated Government here, by declaring us out of his Protection and waging War against us.
43 44 45 46	He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.	He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.
47 48 49 50 51 52 53 54 55	Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.	We, therefore, the Representatives of the United States of America ... solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved ... And for the support of this Declaration, ... we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

Document 3

Current Statistics Related to Women

- Women have the right to vote in every state.
- In the 1996 elections, 53.4% of the voters were women.
- In 2003, 6 of 50 U.S. governors were women.
- In 2003, 14 of 100 U.S. Senators and 62 of 435 House of Representatives members were women.
- There has never been a female president or vice president; only once has a major political party nominated a woman as a candidate for the vice presidency.
- Two of the nine Supreme Court justices are women.
- In 1972, 26% of Americans said they would not vote for a woman for president.
- In 1996, 6% of Americans said they would not vote for a woman for president.
- In 1999, women earned approximately 79 cents for every dollar men earned.
- The average lifetime earnings for a 50-year-old woman is \$496,000, while the average lifetime earnings for a 50-year-old man is \$1.1 million.
- In 1999, of the 500 largest businesses in America, 11.9% of the top officers were women, up from 8.7% in 1994.
- In 1983, 15% of lawyers were women. In 1995, 26% of lawyers were women.
- In 1983, 16% of doctors were women. In 1995, 24% of doctors were women.
- In 1995, the average annual salary for male computer operators was \$26,000.
- In 1995, the average annual salary for female computer operators was \$19,084.
- In 1995, the average annual salary of female elementary school teachers was \$32,292. For male elementary school teachers, the average annual salary was \$33,800.
- In 1998, 69.1% of the women graduating from high school went on to college, compared with 62.4% of the men.
- In 1994, the number of women taking math and science courses equaled or surpassed the number of men taking those courses.
- In 1970, 1 in 27 girls played high school sports. In 1995, 1 in 3 girls played high school sports.
- The number of single-parent families headed by women increased from 2,619,000 in 1960 to 7,874,000 in 1997.
- In 1995, 54% of single-parent families headed by women were living below the poverty line.

Document 4

Notes, Questions, Comments	"Let Us All Speak Our Minds" Suffragettes Song by Elizabeth Knight
	<p>Men tell us 'tis fit that wives should submit To their husbands, submissively, weakly Tho' whatever they say, their wives should obey Unquestioning, stupidly, meekly. Our husbands would make us their own dictum take Without ever a wherefore or why for it, But I don't and I can't and I won't and I shan't No I will speak my mind if I die for it.</p> <p>For we know it's all fudge to say man's the best judge Of what should be, and shouldn't and do on, The woman should bow, nor attempt to say how She considers that matters should go on. I never yet gave myself up as a slave However my husband might try for it; For I don't and I can't and I won't and I shan't But I will speak my mind if I die for it.</p> <p>And all ladies, I hope, who've with husbands to cope, With the rights of the sex will not trifle. We all, if we choose, our tongues but to use, Can all opposition soon stifle; Let man, if he will, then bid us be still And silent, a price he'll pay high for it. For we won't and we can't and we don't and we shan't, Let us all speak our minds if we die for it.</p>

Document 5

Ain't I A Woman?
Speech given by Sojourner Truth
Delivered To The Women's Convention In Akron, Ohio
December, 1851

Notes, Questions, Comments

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Document 5

Ain't I A Woman? Speech Debrief

1. What do you think Sojourner Truth was trying to accomplish with her speech?
2. What are Truth's arguments? What evidence does Truth use to support her arguments?
3. What do we learn from the speech about women's political, economic, and leadership roles?
4. According to the speech, what other movement overlapped [occurred at the same time] as the women's suffrage movement?

Student Handout 1

How much do you know about the beginnings of the women's rights movement?

Part I:

Carefully read each of the following questions. In the space provided write the number that you think answers the question correctly.

- _____ 1. In 1800, how many of the 13 states allowed women to vote?
- _____ 2. Ten years later (in 1810), how many states allowed women to vote?
- _____ 3. In 1800, how many women attended colleges in the United States?
- _____ 4. In 1800, how many states allowed women to serve on juries?
- _____ 5. In 1800, how many women in the United States held elected offices?

Part II:



Read each statement and put a check mark in either the "Agree" or "Disagree" column next to each statement. The statements are referring to the conditions during the 1800s. Next to each statement, explain the reason for your response. There is no right or wrong response; each response is your opinion and you will have the opportunity to change your opinion.



Agree	Disagree	Statement	Reason For Your Response
		Women had the same rights as men.	
		Many women participated in the anti-slavery movement.	
		Women were able to run for elected offices in the government.	
		Married women did not have the right to manage their own property or money they earned.	
		The main goals of the women's rights movement were to allow women to attend college and have professional careers.	

Student Handout 2

Task: As you participate in the activities related to this lesson, record the evidence that you believe will support your answer to the Focus Question. Be sure to cite the source where you found the information. The graphic organizer has been divided into the four major categories that are important to the Focus Question.

Focus Question: What were the goals of the early women's rights movement? How successful was the women's rights movement in achieving these goals?

<u>Social / Political (including Suffrage)</u>	
 <p>What did women want? The same rights as their husbands.</p>	 <p>+ (successful) OR - (still working toward this) + In some states women have these rights but are still working for property rights in other states. Wives should have equal power with their husbands (The Discord, 1865).</p>

<u>Leadership Roles</u>	
 <p>What did women want? To publicly talk about rights they wanted.</p>	 <p>+ (successful) OR - (still working toward this) + By taking a stand with her husband, she is seen as a role model by her friend (The Discord, 1865).</p>

Student Handout 2



What did women want?

Have some control over the money in the family.

Economic



+ (successful) OR **-** (still working toward this)

- Wives had no control over money-“pants” (The Discord, 1865)



What did women want?

More opportunities to attend college and get a better education.

Education



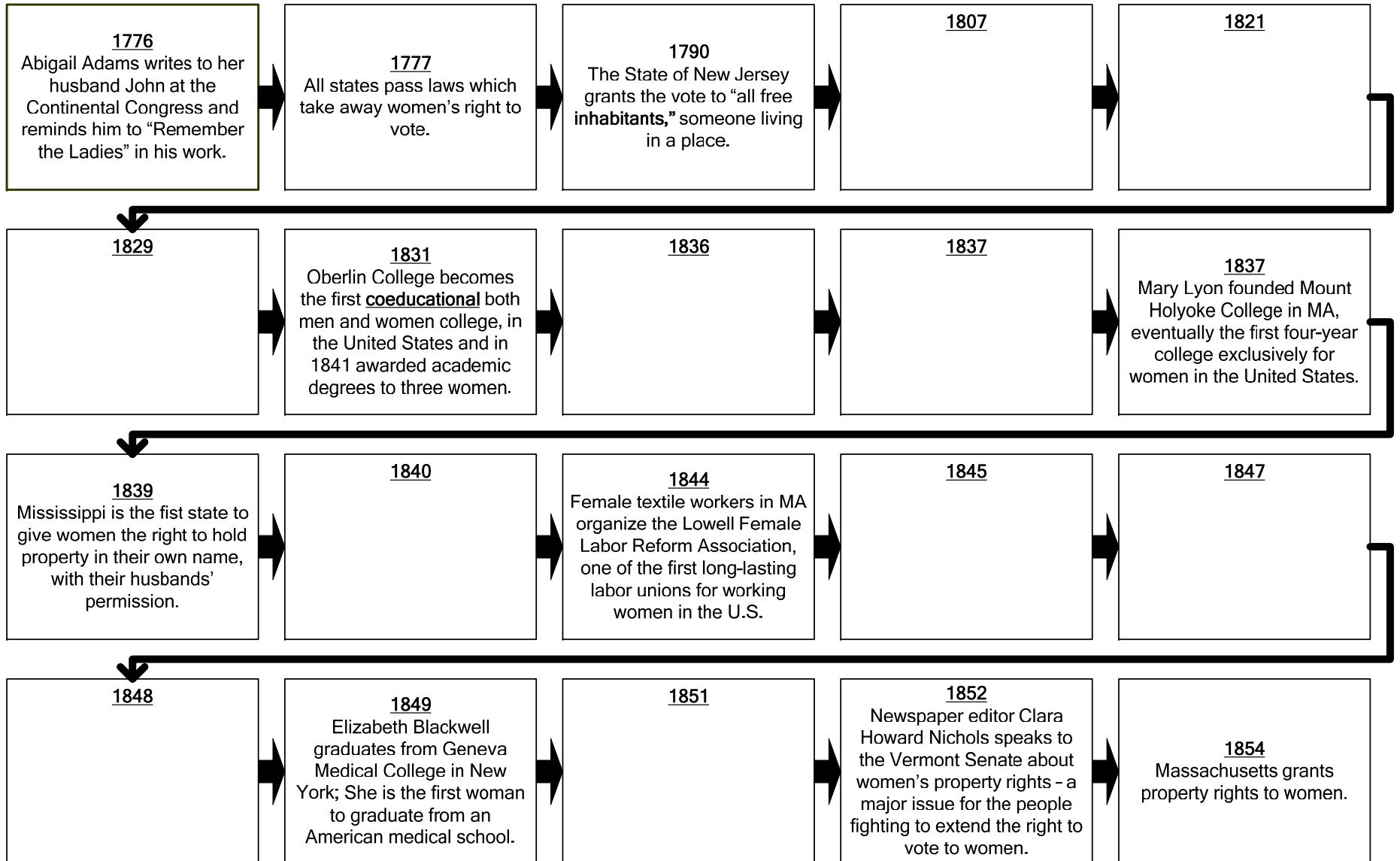
+ (successful) OR **-** (still working toward this)

+ Successful - In 1831, Oberlin College is the first coeducational college (Timeline, Handout 4).

Student Handout 3

Women's Rights Timeline: The Early Years

Instructions: With a partner, review the timeline. Your task is to complete the timeline by filling in the boxes that are missing information. Use your textbook and Student Handout 4 to complete this task.



Student Handout 4

Notes, Questions, Comments	A Brief History of Women's Rights Before the Civil War
<p>sue - to take legal action against someone</p> <p>endowed - funded</p> <p>lecturers - a speaker giving useful information on a specific topic</p> <p>empowerment - to give somebody power</p> <p>illegitimate - born to parents who are not married to each other</p> <p>fervently - showing strong feelings of interest</p> <p>criticism - an opinion of what is wrong or bad of somebody or something</p> <p>abolition - outlawing slavery</p> <p>abolitionist - a person who opposes slavery</p> <p>assigned - to give somebody a job to do</p> <p>denounced - to publicly say someone is wrong or bad</p>	<p>In the 1700s, men treated women like children. They did not let them work at any jobs. The law did not let them sign a contract or sue people in court. They could not be on a jury. Once she married, her husband owned a woman's land and money. He even owned her clothing and jewelry. Most men believed that women could not run their own lives.</p> <p>At first, women could only vote in one state—New Jersey. In 1807, New Jersey joined the other states. It banned voting. Men did not want women to vote. They thought they would just vote like their fathers, brothers, or husbands.</p> <p>Changes began to occur. Education was an important issue for women. In 1821, Emma Hart Willard founded the Troy Female Seminary in New York. Hart was unable to get funding for the school from the governor of New York but later the town of Troy voted to raise money if Hart would move her school to the town. This institution was the first endowed school for girls.</p> <p>One of the first female lecturers in the United States was Frances Wright who came to speak in 1829. She spoke out for not only the political rights of working men but for equality for women, empowerment of women through divorce, emancipation of the slaves, free religious inquiry, free public education for everyone, birth control, and equal treatment of illegitimate children.</p> <p>In 1833, the American Anti-Slavery Society was formed. William Lloyd Garrison, one of the leaders of the society, was fervently for women's rights. Unfortunately the other members were not. When women were not allowed to sign the Declaration of Purposes, they formed the Female Anti-Slavery Society in 1837 as an answer. The society spread and it became the target of much criticism. There was strong opposition to abolition and even stronger opposition toward the female abolition societies. Meetings were often mobbed and the hall was burnt down where the Anti-Slavery Convention of American Women was being held.</p> <p>In 1836 Angelina Grimke and her sister Sarah arrived in New York as the first female abolitionist agents in the country. They were brought by the Female Anti-Slavery Society and assigned to give parlor talks to women. Their lectures soon began to attract larger and larger audiences so the meetings were moved to public auditoriums. The sisters were denounced by the clergy for going beyond women's "God-given place."</p>

Student Handout 4

preaching - to urge people to accept an idea

In addition to fighting for the abolition movement, women began to rise to leadership roles. Margaret Fuller, a writer, began to have essays written about women's rights published in newspapers and journals. In 1845, Fuller published her book titled Women in the Nineteenth Century, which has become a classic book in the women's rights movement. In addition to authors, women were making some progress in the field of science. Maria Mitchell became an astronomer and discovered a comet in 1847. Although discovering a comet was not rare, being a woman astronomer was not common. A year later, Mitchell became the first woman elected to the American Academy of Arts and Sciences.

African American women joined the movement as well. In 1851, former slave Sojourner Truth was the only African American to attend a women's rights convention in Akron, Ohio. She delivered her famous "Ain't I A Woman" speech at this convention. She spent her life **preaching** the message of equality for all people.

Works Cited

Constitutional Rights Foundation, *How the Women's Rights Movement Began* (Los Angeles: CRF, 2003), p. 53-55.

Deckard, Barbara, *The Women's Movement: Political, Socioeconomic and Psychological Issues* (New York: Harper & Row, 1975), p. 253.

Gurko, Miriam, *The Ladies of Seneca Falls: The Birth of the Women's Rights Movement* (New York: Macmillan, 1974), p. 32 - 35.

Student Handout 5

Analyzing Document 1

Task: In the chart below, list four of the **grievances** [reason for complaint: a cause for complaint] found in the excerpt of Declaration of Sentiments. Write the exact quote from the Document and then explain in your own words what the grievance means.

Grievance (Quote from the Declaration of Sentiments)	Explanation (In your own words)
<i>Example: "He has never permitted her to exercise her inalienable right to the elective franchise."</i>	<i>Example: Inequalities in voting. Women may not take part in the legal process.</i>

Historical Context
1- 2 sentence
summary of topic

Thesis
Your main argument
or idea that you will
support

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Main
Idea

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Sentence
Supporting
Detail/Evidence
Supporting
Detail/Evidence
Analysis
Concluding
Sentence

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Restate Thesis

Review Main Points

Final Thought



LAUSD

HISTORY-SOCIAL SCIENCE

KEY STANDARD: 8.9.1 Describe the leaders of the Abolition Movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, Lloyd Garrison, Frederick Douglass).

MODEL LESSON 4

MAIN STANDARD: 8.9 Abolition

PRIOR KNOWLEDGE REQUIRED

- Students will benefit from having read the textbook pages on the Abolition Movement, including any information about the leaders of the movement.

KEY SKILLS

English Language Arts Connections

- Analyze literature that reflects the heritage, traditions, attitudes, and beliefs of its author. (E/LA Reading Standard 3.7)
- Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. (E/LA Writing Standard 1.1)

BRIEF OUTLINE OF LESSON

Day 1

- Hook/Introduction Lesson
- Visual Analysis
- Interview

Day 2

- Matching Activity/Declaration of Independence
- Biography Reading: Frederick Douglass and John Brown
- Writing a Thesis and Introduction
- Dialogue Activity

Day 3

- Primary Source Analysis
- Pros and Cons Discussion

Day 4

- Essay Outline
- Writing a Conclusion

KEY SKILLS

Research, Evidence and Point of View

- Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

Historical Interpretation

- Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long - and short - term causal relations.

STUDENT CHALLENGES

- Understanding that people respond in a variety of ways to an injustice.
- Analyzing and understanding primary sources.
- Understanding the motives behind people's actions.
- Writing an effective conclusion.

STANDARD: 8.9.1

CONNECTIONS TO RELATED 8TH GRADE STANDARDS

8.1.2

Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

8.6.1

Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7.2

Trace the origins and developments of slavery; its effects on black Americans and on the regions political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents of Nat Turner, Denmark Vesey)

ASSESSMENTS

Intermediate Assessments

- Matching Activity
- Dialogue between John Brown and Frederick Douglass
- Student discussion during Pros and Cons Activity
- Responses on Student Handout 4

Culminating Assessment

- Organizing an essay
- Writing a sound conclusion

INSTRUCTIONAL STRATEGIES

Visual Analysis

- Students examine images of abolitionists and read short primary source quotes to make predictions, supporting their predictions with specific evidence.

Shoulder Partner/Face Partner

- In this lesson, students form cooperative groups of four.
- Within the group, students pair up with shoulder partners (the student next to them) and face partners (the student across from them).
- As in a Jigsaw Activity, students work with their shoulder partner to gather information, and then share the information with their face partner.

Writing/Performing a Dialogue

- Students use a primary source to recreate a conversation that occurred between two historical figures.
- Students may then briefly act out their dialogue.
- This activity encourages critical thinking about the lives and personalities of historical figures. It also gives the figures a voice, helping students better understand their actions and motives.

ACADEMIC LANGUAGE DEVELOPMENT

- Abolish
- Alleged
- Conspiracy
- Controversy
- Injustice
- Justify
- Oppress
- Perpetuate
- Predict
- Remedy
- Strategy

SUGGESTIONS FROM TEACHERS

Introduction/Welcome Activity

- Allowing students to state a violent reaction allows the class to move past the idea of violent reactions.

Day One Homework

- Have student share stories about what happened when they were treated unjustly in the past and how they responded that treatment.

Model Lesson 4: Abolition of Slavery

Standard:

8.9.1 - Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Ben Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

Historical and Social Science Sciences Analysis Skills:

- Chronological and Spatial Thinking
 - Students explain how major events are related to one another over time.
- Historical Research, Evidence and Point of View
 - Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
 - Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- Historical Interpretation
 - Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
 - Students understand and distinguish cause and effect, sequence and correlation in historical events, including the long- and short-term casual relations.

Materials:

- **Placards 1 - 6:** Visual Discovery
- **Document 1:** Frederick Douglass' Biography
- **Document 2:** John Brown's Biography
- **Document 3:** Frederick Douglass Primary Sources
- **Document 4:** John Brown Primary Sources
- **Student Handout 1:** Respecting Student Opinions
- **Student Handout 2:** Collecting Data from Visual Primary Sources
- **Student Handout 3:** Responses of Abolitionists
- **Student Handout 4:** Analyzing Frederick Douglass and John Brown
- **Student Handout 5:** Dialogue Between Douglass and Brown
- **Student Handout 6:** Graphic Organizer
- **Teacher Transparency 1**
- **Teacher Transparency 2**
- **Teacher Background on Abolitionists**

Guiding Inquiries:

1. What were the varied responses to the social injustice of slavery?
2. What are effective responses to injustices we encounter in our lives?

Lesson Study Research Questions:

1. Can students see how the realization of the ideals in the Declaration of Independence is an on going process?
2. Do students understand that there are a variety of responses to injustices in society?
3. Are students able to evaluate the varied responses of abolitionists to the social injustice of slavery?

Lesson Overview:

This lesson on the multiple strategies and attempts to abolish slavery should come at the end of the arc of lessons in which students learn about the reform movements in the years directly preceding the Civil War. (McDougal Littel - Chapters 14 & 15; TCI - Chapter 21; Prentice Hall - Chapters 7, 8 & 10) This lesson will build upon the writing skills developed in the three prior concept lessons. Through summarization and analysis, students will construct an introductory paragraph complete with thesis statement, pen supporting paragraphs utilizing primary source documents as evidence, cite the evidence and create a concluding paragraph that restates the thesis and allows them to evaluate the actions of one abolitionist. The lesson will take 4-5 days to complete and was crafted with the view to a 50-minute instructional period.

Before starting this lesson, students should already have read about or have background knowledge about the abolitionists mentioned in the standard.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><u>Introduction/Welcome Activity:</u></p> <ul style="list-style-type: none">• Ask students to think about times in their lives when they have been treated unfairly. Explain that when people are not treated fairly or equally, we call that an injustice.• Distribute Student Handout 1. Have students complete Part I of the handout by responding to each level of injustice with the action they would take. Model letter A for students on the overhead transparency or the whiteboard. The teacher may wish to share a personal experience to model a response.• After students have completed Part I, explain that the actions they have taken use different levels of force. Model for them how to place their actions on the spectrum in Part II.• After the students have completed the handout, ask students to share their responses with a partner, and then as a class. Create a class discussion around student responses that used force and those that did not. (a little v. a lot). Ask students to reflect on the consequences of their proposed actions. Ask students if they want to change any of their responses as a closing reflective activity to the handout.	<p><u>Time Suggestion:</u> 15 minutes for directions, modeling and completion of handout.</p> <p>The teacher may wish to model for students non-violent responses. If a student's first reaction is to resort to violence, have them reflect on the consequences of that action.</p>
<p><u>Explaining the Goals of the Lesson to Students:</u></p> <ul style="list-style-type: none">• Explain to students that they will be going through a series of activities and formulating and supporting an opinion regarding the early and steady attempts to abolish slavery and to further the ideals of the Declaration of Independence.• Each student will be responsible for planning a five paragraph persuasive essay that includes a thesis statement, three paragraphs of support and a conclusion that relates to today.• The handouts and graphic organizers should be used by students to plan their essay.	<p><u>Time Suggestion:</u> 5 minutes Reinforce that students need to participate in the activities so they have the information and notes to support their essay.</p>
<p><u>Visual Analysis Gallery Walk Activity:</u></p> <ul style="list-style-type: none">• Explain that there were many different responses to ending slavery. In groups, students will view and analyze images and read quotes (Placards 1 - 6) of six abolitionists. From this information, students will draw conclusions about the abolitionists.• Preview Student Handout 2 with students. Help students understand the task by previewing the steps:<ul style="list-style-type: none">○ Observation: As a group, examine the image and read the quotes. Complete step 1 of Student Handout 2 (Observation) <p>Predicting: As a group, identify what level of force the group thinks the abolitionist would take to address the issue of slavery.</p>	<p><u>Time Suggestion:</u> 25 minutes</p>

<p>Sharing Out from Gallery Walk:</p> <ul style="list-style-type: none"> • Draw the continuum from the gallery walk activity on the board or transparency. As a class, ask student groups where they placed the abolitionists on the spectrum during the gallery walk activity. Have students support their predictions with specific evidence. 	<p><u>Time Suggestion:</u> 5 minutes</p>
<p>Homework:</p> <ul style="list-style-type: none"> • Have students interview a friend, sibling, or parent and have them ask what they would do in the same situations posited in Part I of Student Handout 1. Have students record the responses on notebook paper and compare those responses to their own. 	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Introduction/Matching Activity:</p> <ul style="list-style-type: none"> • Part I: Ask students reflect to on the activities of the abolitionists from yesterday's gallery walk. Have them complete the Matching Activity on Student Handout 3 (Responses of Abolitionists) by referring back to their notes from Student Handout 2. • Part II: Have students read the excerpt from the Declaration of Independence as if they were one of the six abolitionists. Ask them to highlight the words that reflect the goals of the abolitionist and then complete the statement as if they were that abolitionist. Create a word wall of terms that relate to the ideals of the Declaration of Independence. 	<p><u>Time Suggestion:</u> 10 minutes The teacher may have students work with a partner on these activities.</p>
<p>Primary Source/Biography Reading Introduction:</p> <ul style="list-style-type: none"> • Explain to the students that they will be exploring the life and thoughts of two abolitionists: Frederick Douglass and John Brown. Preview the reading materials by explaining that they will read a biographical account today and primary sources tomorrow (review the concept of primary sources, if necessary). Students will be completing a graphic organizer to help them prepare for an essay they will be writing. 	<p><u>Time Suggestion:</u> 5 minutes</p>
<p>Biography Reading Activity:</p> <ul style="list-style-type: none"> • Have students form groups of four. Have students identify shoulder partners (the student to their left or right) and face partners (the student across from them). • Distribute two copies each of Douglass' and Brown's biographies to each group (Document 1 and Document 2) and the graphic organizer for this activity (Student Handout 4). Have shoulder partners read the same biography. As students read the biography of their abolitionist, ask them to consider three important actions the abolitionist took to end slavery and three experiences in their lives that would have led them to oppose slavery. They should write the most important actions and events in the graphic organizer (questions 1 and 2). • Next, have students turn to their face partners. Have them share the important actions and events from the abolitionist they read about with their face partners; as this is done, they should complete the graphic organizer so that they have questions 1 and 2 completed for Douglass and Brown. 	<p><u>Time Suggestion:</u> 25 minutes</p>

<p>Writing Activity (Introduction and Thesis Statement):</p> <ul style="list-style-type: none"> • Explain to the students that they will be outlining essays about Frederick Douglass and John Brown. Preview the writing prompt with the class (Student Handout 6). • Have them begin planning their essay by doing one of the following: <ul style="list-style-type: none"> ○ Ask them to write a three sentence summary about the Abolitionist Movement, including what they have learned about Frederick Douglass and John Brown. Have them begin forming their thesis statement by asking them to respond to this question: Whose actions were the best choice to help end slavery and achieve equality for all? ○ Alternatively, students may complete the paragraph on Teacher Transparency 1. • If there is time, have students turn to a partner and share their summaries, or select two or three students to share their summaries with the class. 	<p>Time Suggestion: 10 minutes Students may be unsure as to their thesis statements. They may wish to complete them after tomorrow's activities.</p>
<p>Homework: Distribute Student Handout 5, "Dialogue Between Frederick Douglass and John Brown." Have students complete the dialogue based on the excerpts from Frederick Douglass' autobiography.</p>	

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Introduction/Welcome Activity:</p> <ul style="list-style-type: none"> • Have students share their dialogues from last night's homework with a partner, reading the dialogues as Brown or Douglass. Select a few dialogues and have students act them out in front of the class. 	<p>Time Suggestion: 5 minutes</p>
<p>Primary Source Activity:</p> <ul style="list-style-type: none"> • Have students meet in their groups from yesterday and take out Student Handout 4. Distribute two copies each of Document 3 and Document 4 (Primary Sources). As shoulder partners, have them read the primary source quotes from the abolitionist they studied yesterday. As they do, have them consider each quote to discover the reasons the abolitionist is giving for his actions. Ask students to transfer three important quotes to their graphic organizer (Student Handout 4, question 3). • Next, have students turn to their face partners. Have them take turns sharing the quotes which best identify the reasons the abolitionist took the actions he did. As they do, they should complete the graphic organizer so that they have question 3 completed for Douglass and Brown. 	<p>Time Suggestion: 25 minutes</p>
<p>Pros and Cons:</p> <ul style="list-style-type: none"> • As a class, refer back to the word wall of terms from the Declaration of Independence the class created in the previous meeting. Help students understand that both Brown and Douglass were working to ensure these basic rights for slaves. • As a class, chart the pros and cons of the actions taken by Douglass and Brown. Help students understand the complex consequences and effects not only on the individual abolitionist, but on the nation as well. Use Teacher Transparency 2 to help organize the class's ideas. • Next, have groups select one abolitionist who they support and have them rank order the pros from the most important to the least important. Invite students to share who their group chose and the reasons behind their ranking of the pros. • Finally, have students individually answer question 4 on Student Handout 4. Encourage them to support their positions with facts about or quotes from each abolitionist. 	<p>Time Suggestion: 20 minutes</p> <p>A column has been provided to allow students to numerically order the pros.</p>

<p>Homework:</p> <ul style="list-style-type: none"> • Ask students to consider this question: Using your priority list, explain which leader you would have followed and why you made that choice. 	
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Day 4	
Teacher/Student Activities	Helpful Hints
<p><u>Prewriting Activity:</u></p> <ul style="list-style-type: none"> • Remind students that they will be planning their essays about the Abolition Movement. Distribute the essay organizer and read over the writing prompt with the students. Help them understand the structure of their essay by reviewing the essay outline. 	<p><u>Time Suggestion:</u> 5 minutes</p>
<p><u>Writing the Introduction and Thesis Statement:</u></p> <ul style="list-style-type: none"> • Ask students to transfer or rewrite their summaries or cloze paragraphs from Day 2 into the first part of the essay organizer. Ask them to reconsider their thesis statements after yesterday’s activities. Do they wish to keep the same thesis or change it? 	<p><u>Time Suggestion:</u> 10 minutes</p>
<p><u>Outlining the Body:</u></p> <ul style="list-style-type: none"> • Have students outline each body paragraph by transferring the information from yesterday’s graphic organizer onto the essay planning sheet. Remind them that they are to critically think about the information they are transferring - anything they put into their organizer should be the information they feel is most relevant and will best support their thesis. 	<p><u>Time Suggestion:</u> 15 minutes</p>
<p><u>Writing the Conclusion:</u></p> <ul style="list-style-type: none"> • Explain to students that the conclusions is an important part of an essay as it reminds the reader of the thesis statement and brings a sense of closure to the essay. • Explain that while a conclusion should restate the thesis, effective conclusions may also include a: <ul style="list-style-type: none"> ○ Provocative question ○ Quotation ○ Vivid image ○ Call for some sort of action ○ Comparison to other situations or events of today. • Have students compose their conclusions by restating their thesis and responding to the following questions: <ul style="list-style-type: none"> ○ Would you follow this abolitionist? Why or why not? (They may pose this as a question, i.e., “Would I have followed John Brown?” and then follow up with their reasons why or why not.) ○ What choices can you make when confronting social injustice in your life? (Comparison to events of today) 	<p><u>Time Suggestion:</u> 20 minutes</p> <p>The teacher may want to share some examples of effective conclusions. EL students may benefit from shared writing - have them team up with a partner and construct their conclusions, sharing them with the class when completed.</p>
<p><u>Homework:</u></p> <ul style="list-style-type: none"> • Have students identify a social injustice today and speculate how Frederick Douglass or John Brown would have responded to it. 	

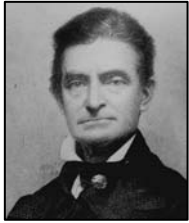
Teacher Background Page

Frederick Douglass

Born in 1817, Frederick Douglass was the son of a black mother and white father. When he was eight, his owner sent him to be a servant for the Auld family. Mrs. Auld defied state law and taught young Frederick to read. At age 16, Douglass returned to his original plantation to work as a field hand. He endured so many whippings he later wrote, "I was seldom free from a sore back." In 1838, Douglass escaped to the North. Once he arrived in Boston, Massachusetts, he became an active participant in the **abolitionist** movement to end slavery. He published an autobiography that described his slave experiences. His autobiography became an instant best-seller. Douglass also gave speeches and lectures to different abolitionist groups in the North. Eventually he started his own newspaper, *North Star*, to publicize the abolitionist movement.



John Brown



John Brown was an abolitionist from Kansas. His goal was to inspire slaves to fight for their freedom. To do this, he planned to capture weapons in the US arsenal at Harpers Ferry, Virginia. In 1859, Brown and 18 followers - 13 whites and 5 blacks - captured the Harpers Ferry arsenal (place where weapons are stored). They killed four people in the raid. He sent messages and weapons to local slaves to join his fight, but no slaves joined. Eventually, ten of Brown's men were killed, two escaped successfully, and six were captured. Brown was tried for murder and treason (rebellion against the country) and sentenced to death.

William Lloyd Garrison

In 1831, William Lloyd Garrison began to publish an abolitionist newspaper, *The Liberator*. He called for the immediate freeing of all slaves. Although Garrison lived and worked in the northern state of Massachusetts, many people hated his views. In 1834, a furious mob in Boston grabbed Garrison and dragged him to the park to hang him. The mayor stepped in and saved his life. Later, other pro-slavery groups burned his house and destroyed his printing press. Most northerners, even though they did not own slaves themselves, did not see anything wrong with slavery itself. The majority of Americans considered Garrison and others like him radicals whose views were too extreme to be tolerated.



Theodore Weld



Theodore Weld was a Christian pastor who preached the sinfulness of slavery. As an organizer for the American Anti-Slavery Society, he wrote influential pamphlets and trained speakers who helped spread the abolitionist "gospel." He also organized petitions supporting the movement to end slavery. Although the petitions were sent to Congress, proslavery Congressmen passed gag rules preventing the petitions from ever being read. Weld was editor of the abolitionist newspaper, *Emancipator*, and also co-authored a book *American Slavery As It Is*.

John Quincy Adams

After his presidency, John Quincy Adams (7th president of the United States), son of John Adams (2nd president of the US) became a Congressman representing the state of Massachusetts. As a Congressman, he introduced an amendment to gradually abolish slavery and its expansion into the western states. His amendment stated no one could be born into slavery after 1845. Congress, however, refused to consider his proposal. Later in his life, Adams also defended a group of Africans illegally imported into the US by Spanish slave traders. The court ruled that the Africans on the Spanish ship, *Amistad*, were free and they were allowed to return to Africa.



Harriet Tubman



Some abolitionists wanted to do more than campaign for laws ending slavery. Harriet Tubman was one brave woman who helped slaves escape to freedom along the Underground Railroad. The Underground Railroad was a series of escape routes from the South to the North. Runaways usually traveled by night and hid by day in places called stations. Stables, attics, and cellars all served as stations. Tubman escaped from her owner in Maryland and went to Pennsylvania. The joy of freedom motivated her to make 19 additional journeys to the South to free other enslaved persons. Her enemies offered \$40,000 for her capture, but no one ever caught her.

Document 1:

Frederick Douglass was born in 1817. "I have no accurate knowledge of my age, never having seen any authentic record containing it. . . I do not remember to have ever met a slave who could tell of his birthday. They seldom come nearer to it than planting-time, harvest-time, cherry-time, spring-time, or fall-time. . . The white children could tell their ages. . ."

His mother was a black slave and his father a white farmer. "I never saw my mother, to know her as such; more than four or five times in my life; and each of these times was very short in duration, and at night. . . She died when I was about seven years old, on one of my master's farms, near Lee's Mill."

By the time he was 8 years old, Frederick was sent to work at a slave plantation for the Auld family. Despite the state law against teaching a slave to read and write, Ms. Auld taught Frederick to read. Mr. Auld was less kind, and often beat and abused his slaves, including Frederick. "He would at times seem to take great pleasure in whipping a slave. I have often been awakened at the dawn of day by the most heart-rending shrieks of an own aunt of mine, whom he used to tie up to a joist, and whip upon her naked



back till she was literally covered with blood. No words, no tears, no prayers, from his gory victim, seemed to move his iron heart from its bloody purpose. The louder she screamed, the harder he whipped. . ."

Auld called in a "slavebreaker" named Mr. Covey. ". . . he ordered me to take off my clothes. I made him no answer, but stood with my clothes on. He repeated his order. I still made him no answer, nor did I move to strip myself. Upon this he rushed at me with the fierceness of a tiger, tore off my clothes, and lashed me till he had worn out his switches, cutting me so savagely as to leave the marks visible for a long time after." After several whippings, Douglass turned on Covey, knocked him to the ground and grabbed his throat. He chose not to kill him.

Douglass escaped to the North using the papers of a freed, black seaman. He was forced to do odd jobs for 3 years until he became involved with the anti-slavery movement. Douglass protested segregated seating on northern trains by sitting in "whites only" cars. When a group of white men tried to throw him off, he hung onto his seat until they pulled the seat out of the floor with Douglass hanging on to it and threw him out.



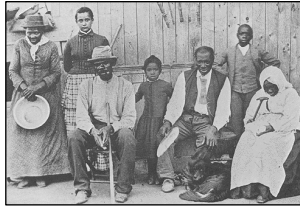
William Lloyd Garrison heard Douglass speak ("His was a "voice like thunder") and sponsored Douglass to speak for antislavery organizations. "I appear this evening as a thief and a robber. I stole this head, these limbs, this body from my master, and ran off with them." Douglass hoped that abolition could be achieved without violence. In 1847, Douglass began his own antislavery newspaper, *The North Star*. He also worked on the Underground Railroad with Harriet Tubman. He often led escaped slaves all the way to safety in Canada.

However, by 1859, Douglass began to doubt that peaceful means could end slavery. Frederick Douglass met secretly with abolitionist John Brown who was planning to attack Harpers Ferry, Virginia. Brown planned to capture 100,000 guns, free slaves, and start a war. Douglass decided not to join Brown, saying the attack would be a mistake. "Here we separated; he to go to Harper's Ferry, I to [New York]." Being a part of the conspiracy, not the attack, Douglass himself had to flee to Canada.

Douglass returned to not only continue his work as an abolitionist, but eventually as the advisor to President Abraham Lincoln during the Civil War.

Document 2:

In 1800, John Brown was born into a deeply religious family in Connecticut. His father believed that you must do “right” or you will answer to God. His father strongly opposed slavery. When he was 12, John Brown saw a young slave boy beaten terribly with a shovel and wondered, “If he has no mother or father, was God his father?”



Later, Brown worked in the Underground Railroad to protect escaped slaves from slave catchers. When his friend Elijah Lovejoy was murdered for writing against slavery, Brown stood up in church and said,

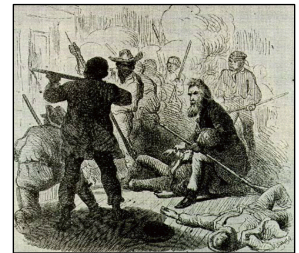
“Here before God, I consecrate my life to the destruction of slavery.” He even dreamed he was sent by God to end slavery.

In 1856, John Brown and his sons carried out an attack on proslavery settlers in Kansas. His sons dragged five men from their homes, brutally beat them, murdered them, and cut off their heads. He became an abolitionist hero as a result. A play about him was written and performed in New York City.

For the next few years Brown traveled to raise money and collect guns to bring his war against the injustice of slavery to the South. He started planning an attack.

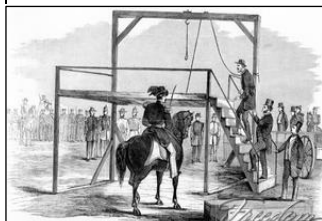
In 1859 Brown planned to attack the federal arsenal that contained 100,000 guns and rifles at Harpers Ferry, Virginia. He planned to capture the guns, free slaves to join him, and start a war. He met with Frederick Douglass at a nearby farm house. Douglass argued against this violent plan. He decided not to join Brown, saying the attack would be a fatal mistake. Douglass wrote, “Here we separated; he to go to Harpers Ferry, I to Rochester [New York].”

With 21 men Brown attacked Harpers Ferry. His men cut the telegraph wires, captured the armory, and rounded up hostages. However, the townspeople took “potshots” at them until the next morning when the U.S. Marines arrived and surrounded them.



The next day, the Marines made an offer: if the raiders surrendered, their lives would be spared. Brown refused. The Marines stormed the building, broke down the door. A Marine tried to run Brown through with his sword but the blade hit the old man’s belt buckle. He was wounded.

John Brown was taken to jail for trial. His statements from prison reached the nation and he inspired others to rally against slavery to fulfill the promise of the Declaration of Independence that “all men are created equal.” His trial took a week. The jury reached a verdict: guilty of murder, treason, and inciting a slave rebellion



On December 2, 1859, Brown was led to a wagon where he took a seat next to his own coffin. Brown was taken to the gallows. He climbed up and a noose was put around his neck. A white linen hood was placed over his head. The sheriff cut the rope with a single blow, the platform fell away, and Brown dropped through. The wind blew his lifeless body to and fro.

Document 3:

Vocabulary	Quotes
<p>alleged: asserted</p> <p>apprehend: understand</p>	<p>“I see, too, that there are special reasons why I should write my own biography, in preference to employing another to do it. Not only is slavery on trial, but unfortunately, the enslaved people are also on trial. It is alleged, that they are, naturally, inferior; that they are so low in the scale of humanity, and so utterly stupid, that they are unconscious of their wrongs, and do not apprehend their rights.”</p> <p style="text-align: right;">-Preface to <i>My Bondage, My Freedom</i>, 1855</p>
<p>stripes: strokes from a whip</p> <p>perpetuate: continue</p>	<p>“. . . Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? . . . The blessings in which you, this day, rejoice are not enjoyed in common. . . . This sunlight that brought light and healing to you has brought stripes and death to me. This Fourth of July is yours, not mine. . . . Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of . . . the Constitution and the Bible which are disregarded and trampled upon, dare to call in question and denounce, with all the emphasis I can command, everything that serves to perpetuate slavery - the great sin and shame of America.”</p> <p style="text-align: right;">-<i>What to the Slave is the Fourth of July?</i>, 1852</p>
<p>rebukes: strongly criticizes</p>	<p>“I am one of those who think the best friend of a nation is he who most faithfully rebukes her for her sins . . . “</p> <p style="text-align: right;">-Letter to Horace Greeley, April 15, 1846</p>
<p>redress: setting right what is wrong</p> <p>pang: sharp pain or emotional distress</p>	<p>“...the man who has SUFFERED THE WRONG is the man to DEMAND REDRESS,—that the man STRUCK is the man to CRY OUT—and that he who had ENDURED THE CRUEL PANGS OF SLAVERY is the man to ADVOCATE LIBERTY. It is evident that we must be our own representatives and advocates, not exclusively, but peculiarly,—not distant from, but in connection with, our white friends.”</p> <p style="text-align: right;">-“Our Paper and Its Prospects,” <i>The North Star</i>, Dec. 3, 1847</p>
<p>pious: religiously devoted</p> <p>dram: a small drink</p>	<p>“Come, saints and sinners, hear me tell How pious priests whip Jack and Nell, And women buy and children sell, And preach all sinners down to hell, And sing of heavenly union. “They’ll church you if you sip a dram, And damn you if you steal a lamb; Yet rob old Tony, Doll, and Sam, Of human rights, and bread and ham; Kidnapper’s heavenly union.”</p> <p style="text-align: right;">- <i>Narrative of the Life of Frederick Douglass</i>, 1845</p>

Document 4:

Vocabulary	Quotes
	<p>“Talk! Talk! Talk! That will never free the slaves. What is needed is action---action!”</p> <p style="text-align: right;">-John Brown at a meeting in Boston in 1858</p>
<p>bonds - chains; in bondage</p>	<p>“I see a book kissed, which I suppose to be the Bible. . .which teaches me that all things I would that others do to me, I should do so to them. [The Bible] teaches me to remember them that are in bonds..”</p> <p style="text-align: right;">-John Brown’s speech in court, 1859</p>
<p>purge - to do away with; clean out</p>	<p>“I John Brown am now quite certain that the crimes of this guilty, land: will never be purged away; but with Blood.”</p> <p style="text-align: right;">-John Brown’s last letter, the day he was hanged, Dec. 2, 1859</p>
	<p>“Whereas slavery, throughout its entire existence in the United States, is none other than a most...unjustifiable war of one portion of its citizens upon another portion . . . in utter disregard and violation of those eternal and self-evident truths set forth in our Declaration of Independence.”</p> <p style="text-align: right;">-John Brown, 1858.</p>
<p>oppress - to deny others their rights or liberty</p>	<p>“I want you to understand that I respect the rights of the poorest and the weakest of the colored people, oppressed by the slave system, just as much as I do those of the most wealthy and powerful. That is the idea that has moved me and that alone.</p> <p style="text-align: right;">-Virginia Court Hearing, 1858</p>
	<p><u>Judge</u>: “Brown, suppose you had every [slave] in the United States, what would you do with them.”</p> <p><u>Brown</u>: “Set them free.”</p> <p><u>Judge</u>: “You intention was to carry them off and free them.”</p> <p><u>Brown</u>: “Not at all.”</p> <p><u>Judge</u>: “To set them free would sacrifice the life of every man in this community.”</p> <p><u>Brown</u>: “I do not think so.”</p> <p><u>Judge</u>: “I know it; I think you are fanatical.”</p> <p><u>Brown</u>: “And I think you are fanatical...”</p> <p><u>Judge</u>: “Was it your only object to free the Negroes?”</p> <p><u>Brown</u>: “Absolutely our only object”</p> <p><u>Audience</u>: “You are a robber!”</p> <p><u>Brown</u>: “You slaveholders are robbers.”</p> <p style="text-align: right;">-Virginia Court hearing, 1858</p>

Student Handout 1:


How much force should be used in response to a social injustice?

Part I:

Carefully read each of the five social injustices. Choose two or three and write your response in the "Action You Would Take" table.

Home 

A. Sibling steals one of your special possessions.

Classroom 


B. Classmate embarrasses you and everyone laughs.

School 






C. Assistant Principal wrongly accuses you of tagging school.

Community 

D. You are told that you can no longer skateboard in the park.

Society 

E. You are denied a spot in a university because of your race.

	Action You Would Take	Consequences
A. 		
B. 		
C. 		
D. 		
E. 		

Part II:

Now, think about the actions you would take above. For each action, identify where the action would fall on the spectrum below by writing the letter of the action on the line. For example, for situation A, if you wrote, "Tell my parents," you would respond with words, but take no physical action. Therefore, you would put an "A" above "Respond with Words" on the spectrum.

0%

100%

No Response

Respond with
Words

Respond with
Nonviolent
Physical Action

Respond
with Violence

Level of Force Needed to Remedy an Injustice

Student Handout 2:

Step 1: Observation

You are about to view 6 visuals of abolitionist leaders from 1820-1860. As historians, study the visuals and the quotes. Then write how you think they attempted to abolish slavery, and identify two pieces of evidence from the pictures or quotes that support your thinking.

<u>Abolitionist</u>	<u>How do you think they tried to abolish slavery?</u>	<u>What evidence do you see that supports your thinking?</u>
		1. 2.
		1. 2.
		1. 2.
		1. 2.
		1. 2.
		1. 2.

Step 2: Prediction

Based on the images, quotes, and other information, predict the amount of force you think these leaders were willing to use to abolish slavery. Place their name on the continuum.

0%

100%

No Response

Responded with
Words

Responded with
Nonviolent
Physical Action

Responded
with Violence

Level of Force Needed to Remedy an Injustice

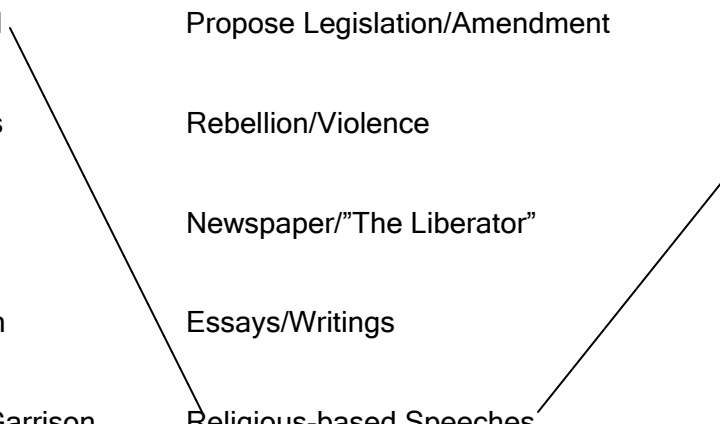
Student Handout Number 3:

Part I: Matching

Match the Abolitionist leader, the strategy and the action taken. Use Student Handout 2 to help you. Draw a line connecting the three that go together.

Example: Theodore Weld was a preacher who wrote books and gave speeches explaining why the Bible said slavery was wrong.

<u>Leader</u>	<u>Action Taken</u>	<u>Strategy</u>
Theodore Weld	Propose Legislation/Amendment	No Response
John Q. Adams	Rebellion/Violence	Responded with Words
John Brown	Newspaper/"The Liberator"	Responded with Nonviolent Physical Action
Harriet Tubman	Essays/Writings	Responded with Violence
William Lloyd Garrison	Religious-based Speeches	
Frederick Douglass	Underground Railroad	





Part II:

Read the following passage from the Declaration of Independence. Imagine you are one of the six abolitionists above. Highlight five words that you think best reflect your goals and use them to complete the statement as if you were that abolitionist.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

I, _____, believe that slavery should be abolished because

Student Handout 4:

Abolitionist	1. <i>What actions did he take to end slavery?</i> (Use Student Readings 1 and 2 to answer)	2. <i>What experiences did he have that led him to oppose slavery?</i> (Use Student Readings 1 and 2 to answer)	3. <i>What did he say to support his actions?</i> (Use Student Readings 3 and 4 to answer)	4. <i>Were his actions the right way to end slavery? Why or why not?</i> (Thought Question)
Frederick Douglass 				
John Brown 				

Student Handout 5

Background:

In 1859, Frederick Douglass began to doubt that peaceful means could end slavery. He met secretly with abolitionist John Brown and later wrote about the meeting.

Directions:

Read the selections from Frederick Douglass's autobiography. As a historian, recreate the dialogue that might have taken place at this meeting.

Based on the passage, write down the words you think each man said during their conversation. Numbers 1 and 5 have been done for you.

	<u>Life and Times of Frederick Douglass, 1881, pp. 323-25</u>	Dialogue
1.	The taking of Harpers Ferry was now [John Brown's] settled purpose, and he wanted to know what [Frederick Douglass] thought of it.	<u>John Brown:</u> "Brother Douglass, I would like to know if you are as confident as I am that we will take Harpers Ferry."
2.	It would be an attack upon the federal government... [Frederick Douglass] at once opposed the measure with all the arguments...	<u>Frederick Douglass:</u>
3.	[John Brown] did not at all object to rousing the nation; it seemed to him that something startling was just what the nation needed...the capture of Harper's Ferry would serve as notice to the slaves that their friends had come...	<u>John Brown:</u>
4.	[Frederick Douglass] told [John Brown] . . . all his descriptions of the place convinced me . . . that once in [John Brown] would never get out alive.	<u>Frederick Douglass:</u>
5.	In parting [John Brown] put his arms around [Frederick Douglass] in a manner more than friendly and said:	<u>John Brown:</u> "Come with me, Douglass, I will defend you with my life ."
6.	Here we separated; [John Brown] to go to Harper's Ferry, [Frederick Douglass] to Rochester (New York).	<u>Frederick Douglass:</u>

Student Handout 6

ABOLITION MOVEMENT ESSAY

OBJECTIVE: Students will be able to express their opinions and defend their views.

Background:

The Declaration of Independence states that “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

In the decades preceding the Civil War, abolitionists sought to realize these ideals. Some abolitionists, like Frederick Douglass, took nonviolent action, while others, like John Brown, resorted to violence.

Question:

Describe and analyze the lives and actions of Frederick Douglass and John Brown. What actions did they take to end slavery and why did they take those actions? Whose actions were the best choice to help end slavery and realize the ideals of the Declaration of Independence?

Task:

Construct a written argument in a five-paragraph essay in which you:

1. Write an introduction in which you give a summary of the Abolitionist Movement, including the activities of Frederick Douglass and John Brown. Include a thesis statement in which you evaluate the actions of either Frederick Douglass or John Brown.
2. Describe the actions Frederick Douglass took and the life experiences that influenced him to take those actions. Cite one quote that justifies why he took those actions.
3. Describe the actions John Brown took and the life experiences that influenced him to take those actions. Cite one quote that justifies why he took those actions.
4. Select either Douglass or Brown and explain why his actions were the best choice to realize the ideals of the Declaration of Independence. Support your choice by referring specifically to the Declaration and citing either actions or quotes from the abolitionist. You may wish to include information about other abolitionists who supported this point of view.
5. Write a conclusion that supports your thesis.

Historical Context
1- 2 sentence
summary of topic

Thesis
Your main argument
or idea that you will
support

Main
Idea

Topic
Sentence

Supporting
Detail/Evidence

Supporting
Detail/Evidence

Analysis

Concluding
Sentence

Main
Idea

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Analysis

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Supporting
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Analysis

Concluding
Sentence

* Restate Thesis

* Review Main Points

* Final Thought

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Introduction to the Curricular Map

The curricular maps allocate the time needed to teach all of the content standards adequately in one instructional year. They are designed to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, with each component comprising roughly 1/3 of the instructional time in a year-long course. Within each instructional component, there are days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the ten days needed to prepare for and take the California Standards Test. The maps also build in nine days to account for other activities that may impact classroom time (e.g. fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standard • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 8th Grade:

- 8.8 (The West) was placed before 8.6 and 8.7 (The North and The South) to create better continuity between topics (The North, The South, The Civil War).
- 8.11 (Reconstruction) was calendared to comply with the Education Code, **§ 855**, requirement that 85% of instruction occur prior to the CST.
- It is necessary to conclude instruction on Standard 8.1 at an appropriate time in order to reach Standard 8.11 in the allocated instructional days.

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Instructional Component 3: Civil War, Reconstruction, Industrialization (Standards 8.10, 8.11, 8.12)

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.10 Students analyze the multiple causes, key events and complex consequences of the Civil War.	4 Questions	<ul style="list-style-type: none"> Emancipation Civil War Nullification Secession Authority 	<u>Traditional Calendar</u> 15 Days
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days <i>B-Track</i> 14 Days <i>C-Track</i> 13 Days <i>D-Track</i> 15 Days
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	B		
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	B		
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	A		<u>Four by Four Calendar</u> 5 Days
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	B		
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	A		
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	*		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.11 Students analyze the character and lasting consequences of Reconstruction.	3 Questions	<ul style="list-style-type: none"> • Reconstruction • Impeachment • Segregation • Discrimination • Civil Rights • Reconciliation • Freedom 	<u>Traditional Calendar</u> 10 Days
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 11 Days <i>B-Track</i> 7 Days <i>C-Track</i> 9 Days <i>D-Track</i> 10 Days
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	C		
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	A		
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.	C		
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	A		<u>Four by Four Calendar</u> 5 Days

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 8 UNITED STATES HISTORY: GROWTH AND CONFLICT

Standards	Blue Print Focus Standards	Concepts	Instructional Days
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	2 Questions	<ul style="list-style-type: none"> • Labor movement • Mass production • “Melting Pot” • Progressive • “Unionism • Urbanization • Economic growth • Capitalism • Immigration 	<u>Traditional Calendar</u> 12 Days
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	C		<u>Concept 6 Calendar</u> <i>A-Track</i> 11 Days <i>B-Track</i> 11 Days <i>C-Track</i> 8 Days <i>D-Track</i> Days
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	A		
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	C		
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	A		
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	B		<u>Four by Four Calendar</u> 5 Days
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	B		
7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.	C		
8. Identify the characteristics and impact of Grangerism and Populism.	C		
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	C		

Blue Print Focus Standards:

“A” indicates high emphasis “B” indicates medium emphasis “C” indicates low emphasis “*” not ranked for emphasis

Textbook Correlation for the 8th Grade Standards

STANDARD	<u>Prentice Hall</u> <i>America: History of Our Nation 2006</i>	<u>McDougal Littell</u> <i>Creating America: Beginnings Through WWI</i>	<u>TCI</u> <i>History Alive! The United States Through Industrialism</i>
8.1	Chapters: 1,2	Chapters: 5,6,7	Chapters: 4,6
8.2	Chapters: 3	Chapters: 8	Chapters: 8,9,10
8.3	Chapters: 4	Chapters: 8,9	Chapters: 10,11
8.4	Chapters: 4,5,6,8	Chapters: 10,12,14	Chapters: 12,13
8.5	Chapters: 5,6	Chapters: 10,11	Chapters: 12
8.6	Chapters: 6,7,8	Chapters: 11,14	Chapters: 18,19,20
8.7	Chapters: 7	Chapters: 11	Chapters: 19,20
8.8	Chapters: 5,6,9	Chapters: 10,12,13	Chapters: 14,15,16,17
8.9	Chapters: 7,8,10	Chapters: 14,15	Chapters: 21
8.10	Chapters: 10,11,12	Chapters: 12,16,17	Chapters: 22
8.11	Chapters: 12,15	Chapters: 18	Chapters: 23
8.12	Chapters: 13,14,15	Chapters: 19,20,21	Chapters: 24,25,26,27

Meeting the Needs of All Students

The *Instructional Guide* pays special attention to reading and writing as an historian, but with increased emphasis upon strategies that allow teachers to apprentice student learning, thus creating a quality, standards-based cooperative, culturally sensitive and relevant history classroom, with an emphasis on AEMP and SDAIE strategies.

Additionally, all students, especially students with disabilities, will make progress when they are provided direct, explicit, and systematic instruction in History/Social Science. It is strongly recommended that history teachers explore all options to ensure equal access to, and evidence of, learning in the History/Social Science curriculum for all learners - i.e., Special Education, English Learners (ELs), Standard English Learners (SELs), and Gifted and Talented Education (GATE). The goal of enabling all students to achieve a common set of standards requires equitable treatment as well as multiple and varied opportunities to learn.

Developmental Considerations

By the time history students enter middle school, their intellectual development undergoes important changes as their thinking becomes increasingly abstract and multidimensional. Due to this maturation, students are now capable of analyzing data, testing hypotheses, and making valid comparisons and historical inferences. However, student limitations must be understood. According to the *History-Social Science Framework for California Public Schools*, “Historical analysis must be grounded in the lives of people and events. This emphasis on people is especially appropriate in grades 4-8, because these are the years when adolescents learn about themselves and about people whose experiences and backgrounds are different.” If students are to understand and relate to political and historical people and events we, as educators, must recognize the continuing need of our students for concrete illustrations and sound, engaging instructional approaches.

Howard Gardner's Theory of Multiple Intelligences

Intelligence Type	Description of Intelligence	Suggested Activities
Verbal Linguistic	Sensitive to the meaning and order of words, as a poet.	Hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, documentation, creative writing, spelling, journal, poetry
Logical-mathematical	Able to handle chains of reasoning and recognize patterns and orders, as a scientist.	Abstract symbols, formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving
Musical	Sensitive to pitch, melody, rhythm, and tone, as a composer.	Audio tape, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, tonal patterns
Spatial	Perceive the world accurately and try to re-create or transform aspects of that world, as a sculptor or airplane pilot.	Art, pictures, sculpture, drawings, doodling, mind mapping, patterns, designs, color schemes, active imagination, imagery, block building
Bodily - kinesthetic	Able to use the body skillfully and handle objects adroitly, as an athlete or dancer.	Role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing
Interpersonal	Learners think by bouncing ideas off of each other.	Group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills
Intrapersonal	Possess access to one's emotional life as a means to understand oneself and others exhibited by individuals with accurate views of themselves.	Emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques
Naturalist	Connected to the intricacies and subtleties in nature.	Bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs

Principles and Domains of Culturally Relevant and Responsive Pedagogy

1. Knowledge and Experience
 - a) Teachers must build their personal knowledge of cultures represented in the classroom.
 - b) Teachers must identify cultural practices aligned with specific learning tasks.
 - c) Teachers must engage students in instructional conversations (accountable talk) that draw on their language competencies outside the school.
2. Social and Emotional Elements
 - a) Teachers must begin the process of becoming more caring and culturally competent by acquiring a knowledge base about ethnic and cultural diversity in education.
 - b) Teachers must conduct a careful self-analysis of what they believe about the relationship among culture, ethnicity, and intellectual ability.
 - c) Teachers must identify and understand attitudes and behaviors that can obstruct student achievement (affective filter).
3. Equity and Equality
 - a) Teachers must vary the format of instruction by incorporating multi-modality teaching that allows students to demonstrate competence in different ways.
 - b) Teachers must acknowledge and accept that students can demonstrate knowledge in non-traditional ways.
 - c) Teachers must build knowledge and understanding about cultural orientations related to preferred cognitive, interactive, and learning styles.
4. Quality and Rigorous Instruction
 - a) Teachers must emphasize academic rigor at all times.
 - b) Teachers must provide clear expectations of student's accomplishments.
 - c) Teachers must promote higher order thinking skills.
5. Instructional Strategies
 - a) Teachers must use cooperative learning, apprenticeship, and peer coaching as instructional strategies.
 - b) Teachers must provide ample opportunity for each student to read, write, and speak.
 - c) Teachers must use constructivist learning approaches.
 - d) Teachers must teach through active application of facts and skills by working with other students, use of computers, and other multi-media.
 - e) Teachers must provide timely and continuous feedback on students work.
6. Pedagogical Approaches
 - a) Teachers must assist students to use inductive and deductive reasoning to construct meaning.
 - b) Teachers must scaffold and relate students' everyday learning to their cumulative academic knowledge.
 - c) Teachers must modify curriculum-learning activities for diverse students.
 - d) Teachers must believe that intelligence is an effort-based rather than inherited phenomenon.
7. Assessment and Diagnosis
 - a) Teachers must use testing measurements for diagnostic purposes.
 - b) Teachers must apply periodic assessments to determine students' progress and adjust curriculum.
 - c) Teachers must seek alternative approaches to fixed time tests to assess students' progress.
 - d) Teachers must supplement curriculum with more multi-cultural and rigorous tests.
 - e) Teachers must evaluate students of different backgrounds using authentic assessment appropriate to them, their education, and life experiences

English Learners

English Learners (ELs) are students who are in English as a Second Language (ESL) classes or in the Preparing for Redesignation Program (PRP). These students may not have developed the academic vocabulary required to master the complex concepts found in the History/Social Science curriculum; they benefit from classroom instruction that supports academic language acquisition.

Experts in the field of language acquisition have identified common approaches and strategies that can help ELs access content. Known as Specially Designed Academic Instruction in English (SDAIE), these techniques help ELs navigate difficult texts and concepts.

Kathleen Kenfield identifies several components of effective SDAIE instruction:

Designing Appropriate Lessons

- Lesson begins with a preview activity that taps into students' prior knowledge, fills in necessary blanks in students' background understanding, introduces key concepts, activates student curiosity and validates cultural dispositions.
- Language demands are appropriate to student fluency.
- Lesson includes explicit vocabulary frontloading, instruction and support.
- Lesson includes all language modes: listening, speaking, reading, and writing.
- Reading and writing activities are preceded by pre-reading (activating prior knowledge and familiarity with text structures) and pre-writing (process writing) activities.
- Students reflect on their learning.



Clarifying Input

- Teacher uses moderate speech rate, enunciates clearly, uses controlled vocabulary, and limits idiomatic speech.



Using Contextual Clues

- Teacher uses gestures and facial expressions to make meaning clear. Teacher models desired behavior and acts out meaning of text.
- Teacher repeats and rephrases when necessary.
- Lesson includes the use of props, manipulatives, and visuals.
- Students use graphic organizers to process reading and writing activities.



Checking for Understanding

- Teacher clarifies student responses (“What I hear you saying is . . .”).
- Teacher uses a variety of question types (Bloom’s Taxonomy).
- Students are able to show mastery of assessed objectives in a variety of ways.
- Students are given think time to formulate verbal and written responses.



Student-centered Organization and Support

- Teacher monitors student engagement.
- Lessons include cooperative activities using a variety of grouping strategies.
- Content is personalized, allowing students to relate it to their own lives and to the world in which they live.

Gifted and Talented Students

All students should receive an education appropriate to their individual capabilities, interests, and needs, as well as have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum.

Differentiated instruction for gifted and talented students includes:

- Accelerated or advanced content.
- More complex understandings of generalizations, principles, theories, and the structure of the content area.
- Abstract concepts thought processes and skills.
- Level and type of resources used to obtain information, acquire skills, and develop products.
- Appropriation of longer/shorter time span for learning.
- Generating new information and/or products.
- Transfer of learning to new/different disciplines, situations.
- Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition.
- Independence of thought and study.

Special Education Students and Least Restrictive Environment

Children with disabilities are to be educated with children who are not disabled, to the maximum extent possible. Within the general education program, this may include:

Accommodations:

Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.

Modifications:

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

Co-planning:

A process by which two teachers share planning, modifications, and evaluation of instruction and behavioral support.

DIS Support:

The provision of itinerant support services within the general education class.

Co-teaching:

Two teachers sharing instruction, planning, behavioral support, and grading for all students in a classroom.

Inclusion:

The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Enduring Understandings, Essential Questions, and Focus Questions for Standards-Based Instruction

What is an enduring understanding?

An enduring understanding is a “big idea” that gets to the core of content, what we want students to remember after they have forgotten many of the details. An enduring understanding provides the larger purpose for the learned content, having enduring value beyond the classroom. It answers the question, “Why is this topic worth studying?” It goes beyond discrete facts and is transferable to situations beyond the content. It engages students in the content, connecting to students’ interests and experiences.

What is an essential question?

An essential question is a “big idea” question that shapes the materials and activities that will guide student research into smaller, unit-based questions. Essential questions direct student thinking and inquiry into standards-based information. They put abstract ideas into a concrete setting, i.e., the content that students are learning. They are “entry points” into the curriculum. Using essential questions serves to strengthen student authority over the content.

Essential questions probe the deepest issues confronting us, complex and baffling matters that elude simple answers, issues such as courage, leadership, identity, relationships, justice, conflict, or prejudice. They are framed to provoke and sustain student interest.

Good essential questions have the following criteria in common:

- Open-ended questions that resist a simple or single right answer
- Deliberately thought-provoking, counterintuitive, and/or controversial
- Require students to draw upon content knowledge and personal experience
- Can be revisited throughout the unit to engage students in evolving dialogue and debate
- Lead to other essential questions posed by students

When answering essential questions, students have to blend their own thoughts with information and come up with their own answers. Using the skills they have learned in their class, they can apply their knowledge to develop increasingly sophisticated responses to questions and apply their understandings beyond the classroom.

Essential Questions/Enduring Understandings vs. Focus Questions/Standards

<i>Essential Questions/Enduring Understandings</i>	<i>Focus Questions/Standards</i>
<ul style="list-style-type: none"> • Have value beyond the classroom. • Contribute to world citizenship. • Have real world applications. • Change over time. • Raise more questions. • May be arguable and prone to misunderstanding. • Require undoing. • Are engaging and intriguing. 	<ul style="list-style-type: none"> • Are grade/content specific. • Contribute to a deeper understanding of specific historical eras or events. • Questions may have multiple answers, but usually have one or more correct answers. • May be addressed solely through specific content.

Grade 8: United States History and Geography: Growth and Conflict

Standard 8.1: Foundational Issues and American Constitutional Democracy

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How might people resolve their differences (at home, at school, in their community, with other countries)? • What rights should all people have? • Are all people created equal? • What is the relationship between freedom and responsibility? • When is it necessary to question the status quo? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What is the difference between rebellion and revolution? • What philosophies of government are embodied in the Declaration of Independence? • Why do people enter into social contracts? • What are the historical foundations of the American political system? • Where do power and authority come from?
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Standard 8.2: The United States Constitution: Principles and Powers

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Who should make our rules and laws in our families, schools, and country? Who should enforce them? Who should judge if they are fair? • Why do we have a government? • When is it important to compromise and when should one fight for one's beliefs? • When should individuals go along with the group, and when should the group respect the feelings, beliefs, and rights of the individual? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What is the role of a Constitutional government? • Do we need a constitution? • How did conflict and compromise affect the writing of the Constitution? • How did the Constitution come to be? How is it structured? Why is it structured this way? • How does the Constitution (including the Bill of Rights) balance the rights of individuals with the common good? • What issues were left unresolved by the Constitution?
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Standard 8.3: The American Political System and Civic Participation

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can you participate in government? In your family? At school? In your city? In our country? • How should the government respond to dissent? • Is the United States a nation of states or individuals? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What is democracy? • In what ways have discussion and debate been essential parts of American politics? • Why do we have political parties?
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Standard 8.4: The Americans: Aspirations and Ideals

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Who is an American? What does it mean to be an American? • How do people overcome obstacles to work towards their hopes and dreams? • Who benefits from capitalism? • To what extent should the U.S. get involved in foreign affairs? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • Which is better, manufacturing or agriculture? • What drove America into the future, democracy or capitalism? • Who should formulate economic policy? What is capitalism? • What do art, music, and literature teach us about Americans (past and present)?
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Standard 8.5: United States Foreign Policy in the early Republic	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does one fairly balance one’s own interests with the interests of others? • What are the costs and benefits when a more powerful person/group/state/nation takes advantage of others? • Is Manifest Destiny justifiable? • Is progress good? • Is the United States a World Empire? • Is force the best way to deal with other nations? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • Which groups benefited from American Expansion? • What should dictate a nation’s foreign policy? • What were the motives, methods, and outcomes of America’s early foreign policy?
Standard 8.6: Divergent Paths of the American People: The Northeast	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do people from many different lands and cultures live peacefully together? • What problems might they encounter that would interfere with their success? • How do people respond to obstacles they face? • Does physical geography or values (ideas) shape and motivate human actions? • Is immigration a benefit or a detriment to the United States? • Is it better to live in a city or in the country? • Is free public education a right or a privilege? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • In the Northeast from 1800 to 1850 who had freedom and how did it change during this time period? • Why did cities develop in the Northeast? • How does transportation affect society? • Why do people move to America? • Is voting a powerful vehicle for change? • Prior to the Civil War, how did various groups work to gain access to the rights guaranteed in the Constitution?
Standard 8.7: Divergent Paths of the American People: The South	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • For what reasons will one group of people exploit another? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What influenced the development of the South more: geography, economy or slavery? • What were the economic, political and social arguments for and against slavery in the first half of the 19th century?
Standard 8.8: The West	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people take risks? • What are the rewards of success and the dangers of failure? • Why does the frontier of any new country provide the opportunity for great gain as well as loss? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • Why do people move (including by choice and by force)? • How is the history of westward expansion the story of “growth and conflict”? • What happens when cultures collide?

<ul style="list-style-type: none"> • Have women made significant progress in obtaining equality with men? • Which branch of government is the most powerful? • Was manifest destiny justified? • Was Jackson a man of the people? How democratic was Jacksonian democracy? 	
Standard 8.9: Abolition and the Ideals of the Declaration of Independence	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the possible responses for individuals or groups to a social injustice? • Why do people take risks to help people they don't know? Why don't people take risks to help people they don't know? • Should Americans use violence to rectify/remedy a social injustice? • Are all men created equally? • Which is more important liberty or equality? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • How did various groups work to gain access to the rights guaranteed in the Constitution prior to the Civil War? • What issues apart from slavery led to growing conflict in the United States? • When and why did it become apparent that compromise would not prevent a war?
Standard 8.10: The Civil War	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • For what reasons might people choose (armed) conflict over talking and peaceful negotiation? • Did the Civil War create a more perfect union? • Was the Civil War inevitable? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the short-term and long-term causes of the Civil War? • How should the power of the states and the national government be balanced? • What is the legacy of Abraham Lincoln? • Why did the Union prevail?
Standard 8.11: Reconstruction	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • After people or nations fight, what are the best ways to reconcile or "make up" with the enemy? • When is it important to punish the defeated? • When is it important to help and support the defeated? • Were Freedmen really free? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • Was Reconstruction successful? • Which was more profitable to the industrialists, the South or the West? • What were the goals and challenges of Reconstruction? • What did the Reconstruction Era accomplish?
Standard 8.12: Industrialization and the American Economy	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How might businesses help or hurt society? • How should the average worker be treated by the employer? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • How was the American economy and society transformed as a result of the Industrial Revolution? • What made the Industrial Revolution

<ul style="list-style-type: none">• When is it acceptable for children to work	<p>happen?</p> <ul style="list-style-type: none">• What is the price of progress?• How did people's lives change as a result of the Industrial Revolution?
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The Writing Process

Writing is an important part of a historian's work, and teaching students how to write as historians is an important part of a social studies teacher's job. Getting students to write thoughtful, well-organized paragraphs and essays can be a challenging and frustrating experience for teachers and students.

Explicitly teaching the writing process can help facilitate proficient writing in social studies. While it may seem time-consuming, students will benefit from understanding the steps of proficient writing. There are many different models of the writing process, but they all generally have the following steps in common for expository writing (see **Student Handout** , on page C-4 that accompanies this section):

- **Brainstorm**: Students read the prompt and begin generating ideas for their response; they begin formulating their thesis statement.
- **Pre-write**: Students create their thesis statement. Students also organize their ideas in a graphic format, such as an outline or web, including what they will say in the introduction and conclusion.
- **First Draft**: Students write their response to the prompt in the form of complete sentences and paragraphs.
- **Revise**: Students read over their work and check it against the writing prompt and rubric or scoring guide, making changes as needed. They may have someone else read their product, checking it for clarity and errors, making changes as needed.
- **Edit**: Students correct any errors in spelling, grammar, and punctuation.
- **Revised Draft**: Students write out a revised draft. They may then revise and edit again, as needed.
- **Publish**: Students create and present their final, polished written response to the prompt.

There are a variety of templates and graphic organizers that can help students with prewriting or first drafts. The templates that follow are modifications of those that have been used in this instructional guide, and may be used for expository writing.

Paragraph Template

<u>Main Idea</u>	Topic Sentence	
	Supporting Detail/Evidence	
	Supporting Detail/Evidence	
	Analysis	
	Concluding Sentence	

Essay Template

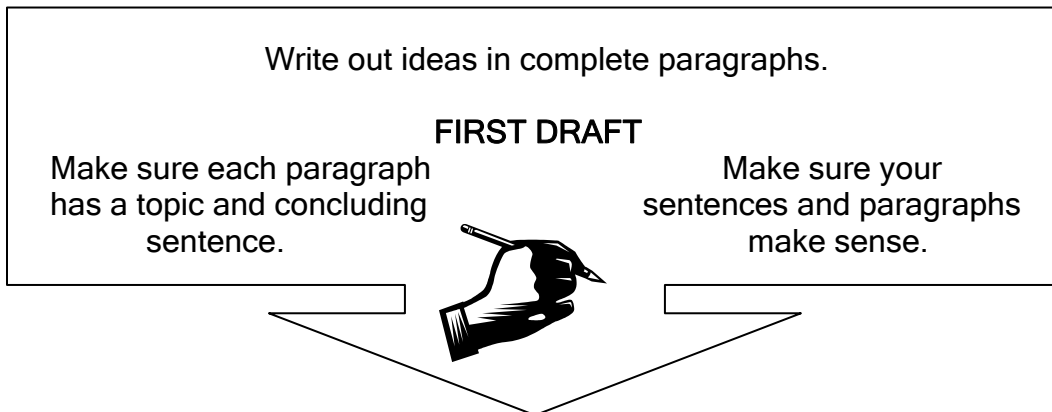
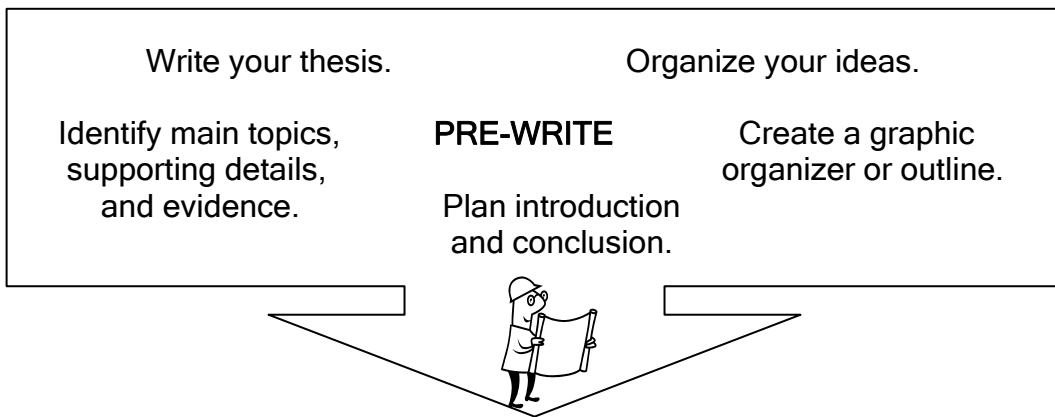
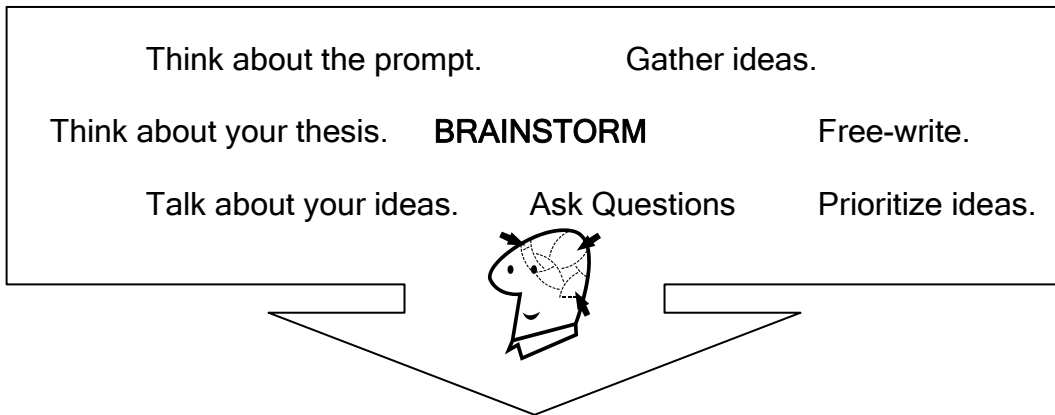
Paragraph 1	<u>Historical Context:</u> 1-2 sentence summary of topic	
	<u>Thesis:</u> Your main argument or idea that you will support.	
Paragraph 2	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
		Supporting Detail/Evidence
		Analysis
		Concluding Sentence
Paragraph 3	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
		Supporting Detail/Evidence
		Analysis
		Concluding Sentence
Paragraph 4	<u>Main Idea</u>	Topic Sentence
		Supporting Detail/Evidence
		Supporting Detail/Evidence
		Analysis
		Concluding Sentence
Paragraph 5	<u>Restate Thesis</u>	
	<u>Review Main Points</u>	
	<u>Final Thought</u>	

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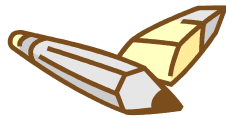
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Student Handout: The Writing Process



Read what you wrote. Does it make sense?
Check the writing prompt. **REVISE** Check the rubric.
Have someone else read your work. **MAKE CHANGES!!**



Check your paper carefully. Is everything correct? Spelling?
Content Accuracy? **EDIT** Punctuation?
Grammar? Title? Indentation? Proper Citation?



Rewrite or type your paper carefully. Include revisions and edits.
REVISED DRAFT
Revise and edit, if necessary. Read it one more time!



PUBLISH!

The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral in historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. An examination of, for example, President Lincoln's speeches about the issue of slavery in the pre-Civil War Era demonstrates the complexity of the matter for Mr. Lincoln. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. For example, students analyze quotes, comparing speakers' perspectives to determine bias and point of view. Speeches are deconstructed and analyzed in order to determine motivation for action, and visual discoveries allow students to gain a multisensory perspective.

Providing Students Access to Primary Sources: Source Selection and Instructional Delivery Considerations

Please note - these are general suggestions. Modifications must be made based on the sources, student needs and abilities, instructional intentions/purposes of using a given source and the assessment (formal, informal, formative, summative) that will guide instruction and evaluation of student learning.

Source Selection	Source Delivery/Instruction
<ul style="list-style-type: none"> • The source should be short enough that students are not intimidated by it, yet long enough that students can gain the full meaning of the document. • Sources may include different genres and/or a variety of visual and written sources and should be differentiated according to student needs. • Source should be clearly connected to the topic/standard. • Documents should be appropriate for the grade level or modified, while not skewing the author’s intent, to be accessible. • Context clues should exist to help students make meaning. • The meaning of the source should not be obvious; rather, it should promote inquiry. A well-selected source should lead to student questioning and the potential desire for further research. • The sources should connect with instructional considerations around lenses for looking at a source based on the guiding question(s). • Sources should be selected to go beyond or develop the textbook account, not merely for the sake of conveying basic facts. • Sources that present both sides of an issue, different viewpoints, or are controversial may be selected to engage students while some sources may be chosen to build historical empathy. • Sources should also be interesting, entertaining, readily available, and culturally relevant to the reader. 	<ul style="list-style-type: none"> • The instruction should be chunked to organize concepts and into key parts to facilitate analysis. • Instruction should provide vocabulary assistance via frontloading before getting into the text. Add definitions or synonyms into margins of text to support student acquisition of key terms. • Instruction should activate adequate building of schema and/or background knowledge before reading and analyzing the document. • Instruction should provide guiding questions to help activate and direct student thinking around primary source content. Questions may focus on helping students analyze a given document or to spark student inquiry via questions such as, “Where did Rosa Parks sit?” • Instruction should utilize graphic organizers and acronyms (e.g. SOAPS, Say, Mean, Matter, APAARTS) to identify the big ideas of a source. • Instruction should include teacher modeling, through Think-Aloud and other strategies, of inquiry, sourcing, contextualizing and corroborating evidence followed by co-analysis and student practice. • Instruction should include peer collaboration with accountable talk such as: “What is your evidence?”, “How did you come to that conclusion?” • Instructional assessments should strongly influence how the source is delivered. Students should know what they are investigating as they analyze sources and how learning will be assessed.

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**SAMPLE CLASSROOM
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8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.
2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).
3. Analyze how the American Revolution affected other nations, especially France.
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

I.A.2 Evaluate, take, and defend positions on why government is necessary and the purposes government should serve.
I.D.1 Describe the major characteristics of systems of shared powers and of parliamentary systems.
II.D.1 Explain the meaning and importance of the fundamental values and principles of constitutional democracy.
III.E.1 Explain the importance of law in the American constitutional system.
V.C.1 Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

- Students use several of the grievances expressed in the Declaration of Independence in letters to the editor of a colonial newspaper defending the actions of the Second Continental Congress in declaring independence.
- Students explain in essays the meaning of unalienable rights and consent of the governed.
- Students develop charts illustrating the beliefs of the Founders that were reflected in the Declaration of Independence.
- Students create public service announcements on one of the rights contained in the Declaration of Independence using *Project History*, Lesson 1 (Constitutional Rights Foundation).
- Using Lesson 7 in *We the People* Level 2. Center for Civic Education, Reprint 2003, students explore the basic ideas of government that were expressed in the Declaration of Independence.
- Explain classical republicanism. Each student writes an essay in support of or in opposition to the concept of classical republicanism. Ask: What balance should there be between protecting individual rights and promoting the common good?
- Explain why the newly independent states created a government based on republican principles, individual rights, and English parliamentary traditions.
- Students investigate revolutionary movements of the latter part of the eighteenth and early nineteenth centuries. They examine how the philosophy behind the American Revolution influenced revolutionary movements in France, Haiti, and Latin America.
- Students research how the political philosophy of the Declaration of Independence has influenced contemporary revolutionary movements.

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8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.
4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner to the First Amendment and the origins, purpose, and differing views of the Founding Fathers on the issue of the separation of church and state.
6. Enumerate the powers set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

I.B.1 Describe the essential characteristics of limited and unlimited governments.

II.D.1 Explain the meaning and importance of the fundamental values and principles of constitutional democracy.

III.A.1 Explain how the powers of the national government are distributed, shared, and limited.

III.A.2 Explain how and why powers are distributed and shared between national and state governments in the federal system.

III.E.1 Explain the importance of law in the American constitutional system.

- Compare and contrast the basic ideas expressed in the Magna Carta, English Bill of Rights, and the Mayflower Compact. Ask: To what extent do these documents place limits on government?
- Analyze the principles of representative government that were incorporated in the state constitutions written during the Revolutionary era. Explain how most state constitutions balanced power (Lesson 8 in *We the People*, Level 2).
- Explain how the Northwest Ordinance of 1787 set forth a policy of governance of the territory and a model for the admission of new states into the federal union. Assess the importance of the Ordinance and explain its significance over time.
- Students role-play the 55 delegates at the Federal Convention. Research and analyze the arguments leading to compromises.
- Use the chart contrasting the Articles of Confederation and the Constitution provided on the U.S. History Resources website. Each student writes a justification for the Constitution.
- Students create graphic organizers comparing and contrasting the ideals expressed in the Declaration of Independence and illustrating how they were carried out in the Constitution.
- Use *Project History* (Constitutional Rights Foundation), Lesson 2, to role-play a debate between Federalists and Anti-Federalists.
- Each student writes a short essay speculating on what might have happened if the Constitution had not been ratified.
- Students create charts of the three branches of government listing the powers and limitations of each branch. Students explain why the Framers feared creating a central government with unlimited powers.
- Assess the importance of the Bill of Rights and

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		<p>analyze how it limits the powers of the central government.</p> <ul style="list-style-type: none"> • Students create illustrated pamphlets on the fundamental liberties ensured by the Bill of Rights. • Students collect newspaper articles that report on a current issue regarding the Bill of Rights and explain how the issue may be resolved. • Conduct a mock trial of the Zenger case. Report on recent Supreme Court decisions on cases based on the First Amendment’s guarantee of a free press. • Ask: How important are the guarantees of a free press in a democracy? What are the responsibilities of the press? • Explain the establishment and free exercise clauses of the First Amendment and compare them to the last paragraph of the Virginia Declaration of Rights. What are the similarities and differences in these two documents? • Students create brochures that illustrate how the concept of civil, political and economic rights have been expanded over time. • Form study groups to assist family or friends who are preparing to take the United States naturalization exam. Develop a series of questions and answers on flash cards to help candidates prepare for the written examination. (Service-Learning Activity)
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8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).

6. Describe the law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

II.C.1 Explain the importance of shared political values and principles to American society.

III.F.3 Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.

III.F.5 Explain how public policy is formed and carried out at local, state, and national levels and what roles individuals can play in the process.

V.B.1 Evaluate, take, and defend positions on issues involving personal rights.

V.B.3 Evaluate, take, and defend positions on issues involving economic rights.

V.C.1 Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.

- Students create “You Are There” newscasts on Shays’ Rebellion explaining the position of both the rebels and the Massachusetts government. Ask: What was the political impact of Shays’ Rebellion on the development of the Constitution?
- Students chart the differences in domestic and foreign policy positions of the Democratic Republican Party and the Federalist Party. Ask: How did each political party view the Constitution?
- Students read excerpts from Washington’s Farewell Address and create political cartoons to illustrate the concerns Washington expressed regarding the development of political parties.
- Explain the reasons for the enactment of the Alien and Sedition Acts. Ask: Did the acts violate the rights guaranteed by the Bill of Rights? Explain your views.
- Use the SCORE lesson, “Origins of U.S. Political Parties,” to explore how and why political parties developed.
- Explain what Jefferson meant in his first inaugural address when he stated, “...But every difference of opinion is not a difference of principle. We have called by different names brethren of the same principle. We are all Republicans, we are all Federalists...”
- Students examine political cartoons from the early national period in American history illustrating the bitterness of party politics (e.g., “The Providential Detection” showing Jefferson burning a copy of the Constitution on the “altar to Gallic Despotism”). Explain how political cartoons were used in marshaling public opinion. Students draw cartoons reflecting contemporary political party candidates in contention for an elected office. Analyze the effectiveness of

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		<p>political cartoons.</p> <ul style="list-style-type: none">• Students develop charts that show how people can participate in the political process. Explain how political foster participation in the political process parties. Students poll families and neighbors on their participation and graph the findings.• Use guidelines in <i>Project Citizen</i> or <i>Active Citizenship Today</i> to develop a project in which students examine an issue important to the school or community and propose a viable solution. Students present recommendations for dealing with the issue to the appropriate school or government agency.• Discuss the ways in which citizens can influence governmental decisions. (Service-Learning Activity)
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<p>8.4 Students analyze the aspirations and ideals of the people of the new nation. 2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’ Fourth of July 1821 Address).</p>	<p>V.C.1 Evaluate, take, and defend positions on the importance of personal responsibilities to the individual and to society.</p>	<ul style="list-style-type: none"> • Work with the League of Women Voters, registrar of voters, and other civic/government agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. Projects may include: <ul style="list-style-type: none"> • organizing a “Get Out the Vote” campaign. • creating and disseminating a brochure to inform the public of election issues and agendas. • creating a vehicle for educating eligible non-English speaking voters of issues and voting process.(Service-Learning Activity)
<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. 2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System). 6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).</p>	<p>II.B.1 Identify and explain the importance of historical experience and geographic, social, and economic factors that have helped to shape American society. II.C.2 Describe the character of American political conflict and explain factors that usually prevent violence or that lower its intensity. II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. II.D.3 Evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.</p>	<ul style="list-style-type: none"> • Explain arguments used by strict constructionists in opposition to federal support for internal improvements. • Stage a “Meeting of the Minds” panel discussion in which students role-play abolitionist leaders and their legal and extralegal proposals to secure political change. • Use “How Women’s Rights Began,” Lesson 3 of <i>Project History</i> (Constitutional Rights Foundation), to compare the Declaration of Independence to the Seneca Falls Declaration of Sentiments and Resolutions (1848) and conduct an activity in which students use these models to create a Declaration of Rights for teenagers.
<p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. 2. Trace origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writing and historical documents on Nat Turner, Denmark Vesey).</p>	<p>V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	

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<p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. 1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition of the Supreme Court).</p>	<p>V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	<ul style="list-style-type: none"> • Examine the 1832 political cartoon “King Andrew the First” and explain the symbolism of Andrew Jackson portrayed as a monarch clutching the “veto” and standing on scraps of paper identified as the Constitution, internal improvements, and the Bank of the United States. Students write letters to the editor using the Constitution to support or reject the political commentary of the cartoonist. • Students research the conflict between the executive and judicial branches of the federal government during the Jackson administration involving the Cherokee (e.g., <i>Worcester v. Georgia</i>) and explain its constitutional implications.
<p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. 2. Discuss the abolition of slavery in early state constitutions. 5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854) the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).</p>	<p>V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	<ul style="list-style-type: none"> • Use Unit 4 of <i>The American Album</i> (Constitutional Rights Foundation) to conduct a moot court hearing of the Dred Scott case before the Supreme Court. Explain the issues in the case and the consequences of the Court’s decision. Students write editorials defending or refuting Chief Justice Taney’s decision in the Dred Scott case. • Students read excerpts from the Lincoln-Douglas debates. They explain the different views of the two men on the question of slavery and its extension into the territories. • Have students assume the role of nineteenth century newspaper correspondents and write articles on one of the debates. • Explain the issues that were discussed and the basic arguments presented in the debate.

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<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 1. Compare the conflicting interpretations of state and federal authority in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. 3. Identify the constitutional issues posed by the doctrine of nullification/secession and the origins of that doctrine.</p>	<p>V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	<ul style="list-style-type: none"> • Students read excerpts from the Webster-Hayne Debate (1830) and explain the arguments used by each to support or refute the doctrine of state sovereignty and nullification. To what extent did Senators Daniel Webster and Robert Hayne rely on the Constitution to support their positions?
<p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War. 4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).</p>	<p>II.B.3 Evaluate, take, and defend positions on the value and challenges of diversity in American life. II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. II.D.3 Evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities. III.A.2 Explain how and why powers are distributed and shared between national and state governments in the federal system. III.F.3 Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.</p>	<ul style="list-style-type: none"> • Students read Abraham Lincoln’s “House Divided” speech and explain the two most important points of the speech. Why did Lincoln use the metaphor of a house divided? According to Lincoln, how could sectional differences be solved? • Read Lincoln’s Gettysburg Address aloud. Explain how Lincoln called upon the nation to rededicate itself to the ideals expressed in the Declaration of Independence. • Explain how and why the powers of the executive branch were expanded during the Lincoln administration. Ask: To what extent did the expansion of executive power upset the balance of powers provided by the Constitution? • Use the lesson <i>How Can Big Business Make Money From Tariffs?</i> (National Council for Economic Education) to show the impact business made on special interest legislation supporting tariffs.
<p>8.11 Students analyze the character and lasting consequences of Reconstruction. 1. List the original aims of Reconstruction and describe its effects on political and social structures of different regions. 3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws. 5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their</p>	<p>II.B.3 Evaluate, take, and defend positions on the value and challenges of diversity in American life. II.D.2 Evaluate, take, and defend positions on issues in which fundamental values and principles are in conflict. II.D.3 Evaluate, take, and defend positions on issues concerning ways and means to reduce disparities between American ideals and realities.</p>	<ul style="list-style-type: none"> • Explain the importance of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Ask: How effective were these Reconstruction amendments in expanding core values of American constitutional democracy? • How did proponents of the civil rights movement of the 1950s and 1960s use the Fourteenth Amendment to challenge racial segregation? • Assess the goals of Reconstruction and evaluate measures to achieve these goals.

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<p>connection to Reconstruction.</p>	<p>III.A.2 Explain how and why powers are distributed and shared between national and state governments in the federal system. III.F.3 Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	<ul style="list-style-type: none"> • Explain the arguments in favor of extending the suffrage to women at the time of the ratification of the Fifteenth Amendment. How effective was the suffrage movement in achieving its goals? • Ask: What measures did the woman’s suffrage movement use to keep the issue before the Congress Some consider the Civil War as the “Second American Revolution.” • In a short essay or oral report, each student supports or rejects this characterization of the Civil War in the post-Reconstruction era?
<p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. 3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. 7. Identify the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. 8. Identify the characteristics and impact of Grangerism and Populism.</p>	<p>V.B.1 Evaluate, take, and defend positions on issues involving personal rights. V.B.3 Evaluate, take, and defend positions on issues involving economic rights.</p>	<ul style="list-style-type: none"> • Use the SCORE lesson, “Populists Advise Progressives” and have students assume the roles of Populists and make speeches offering advice to members of the new Progressive Party. How can citizens play a role in the development of public policy? How effective are third parties in promoting their agenda? • Use Lesson 6 of <i>Project History</i> (Constitutional Rights Foundation) to examine the problems of monopoly in the American economic system and Progressive legislation used to address such business practices.

California History/Social Science Content Standard	Environmental Education Standard
<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p>	<p align="center">Standards-based Learning Objectives in the Context of the EP&C Students will:</p> <ul style="list-style-type: none"> • Provide examples of major events leading to the development of revolutionary fervor that were directly related to the management, control and consumption of goods and ecosystem services from natural systems. • Explain the issues related to ownership of land and natural resources in the major events preceding the founding of the nation.
<p>1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p>	
<p>2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").</p>	<ul style="list-style-type: none"> • Describe the concepts of individual rights versus the common good as they related to land ownership and use of natural resources prior to the American Revolution.
<p>3. Analyze how the American Revolution affected other nations, especially France.</p>	
<p>4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p>	
<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p>	<p align="center">Standards-based Learning Objectives in the Context of the EP&C Students will:</p>
<p>1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.</p>	
<p>2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.</p>	
<p>3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state and federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.</p>	
<p>4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.</p>	
<p>5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.</p>	

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	<ul style="list-style-type: none"> • Identify the socio-cultural, legal, and political factors that are reflected in Constitutional principles and related to land ownership, resource use, and the operation of human communities.
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	<ul style="list-style-type: none"> • Describe how Federal legislation such as the Ordinances of 1785 and 1787 changed land ownership, and access to and use of national resources. • Provide examples of contemporary issues that are influenced by Federal legislation that changed land ownership, and access to and use of national resources (e.g., oil, gas and mineral leases, and management of lands for endangered species).
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit.	
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion).	
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	
7. Understand the functions and responsibilities of a free press.	
8.4 Students analyze the aspirations and ideals of the people of the new nation.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	<ul style="list-style-type: none"> • Identify the factors associated with the consumption of natural resources that led to territorial expansion during the terms of the first four presidents. • Describe how the country's physical landscapes and natural systems influenced territorial expansion. • Provide examples of the spectrum of factors that influenced the development of federal laws, policies, and incentives developed to regulate natural resource use and management during the terms of the first four presidents. • Recognize the influences of these natural resource use and management laws, policies, and incentives on natural systems.

2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).	<ul style="list-style-type: none"> • Identify the influence of the availability of natural resources (goods and ecosystem services) on the daily life of early Americans. • Provide examples of the methods used by early Americans to extract, harvest, transport and consume natural resources (e.g., forest and agricultural products, metals and minerals). • Describe how the growth of the American population during the nineteenth century affected the demand for natural resources. • Explain how the growing demand for natural resources affected the natural systems in the areas inhabited by early Americans. • Describe the influence of natural systems (e.g., wildlife and forests, exploration of wilderness) in early American traditions of art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).
8.5 Students analyze U.S. foreign policy in the early Republic.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	<ul style="list-style-type: none"> • Recognize the significance of the growing British demand for natural resources as one of the political and economic causes of the War of 1812.
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	<ul style="list-style-type: none"> • Describe the changing boundaries of the United States in the context of the growing American population and growing demands for natural resources. • Explain how growing demands for natural resources influenced national behavior (e.g., decisions about wars, negotiations over boundaries) and the relationships the country had with its neighbors (current Mexico and Canada) and Europe. • Explain the Monroe Doctrine in terms related to the control of natural resources on the northwest coast of North America.
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	<ul style="list-style-type: none"> • Explain the outcomes of major treaties with American Indian nations in terms of effects on America's growing population and increasing demands for natural resources.
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	<ul style="list-style-type: none"> • Identify the influences of industrialization and technological developments on the natural systems in the Northeast region. • Provide examples of both short-term and long-term effects of industrialization and technological developments on the natural systems in the Northeast region. • Discuss how the physical geography of the region and the natural systems that are found there (e.g., forests, wetlands) influenced human actions (e.g., growth of cities

	<p>and ports, deforestation and drainage of wetlands, farming, mineral extraction).</p> <ul style="list-style-type: none"> • Describe the role of scientific and technological knowledge in industrialization and technological developments on the region. • Describe the influence of industrialization and technological developments on the growth of human populations in the region. • Provide examples of the effects of the growing human population on the natural systems in the region (e.g., chemical byproducts, reshaping of the landscape). • Categorize the direct and indirect effects of industrialization and technological developments as beneficial, neutral or detrimental to the natural systems in the Northeast region.
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	<ul style="list-style-type: none"> • Identify natural systems and physical obstacles that affected the building of networks of roads, canals, and railroads. • Describe the direct effects of building the networks of roads, canals, and railroads on the natural systems in the Northeast region. • Provide examples of the indirect effects of building the networks of roads, canals, and railroads on the natural systems in the Northeast region (e.g., increasing rates of resource extraction and consumption).
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	<ul style="list-style-type: none"> • Identify changes to Northern Europe's natural systems and natural resources that played a role in the wave of immigration from Northern Europe to the United States. • Recognize how natural systems (the availability of goods and ecosystem services) played a role in the wave of immigration from Northern Europe to the United States during the 1800s. • Explain that the wave of immigration from Northern Europe caused the population of the United States, as well as its individual communities, to grow, thereby increasing the demand for natural resources and directly affecting the natural systems around them. • Discuss how decisions to migrate and settle in particular areas were influenced by a variety of factors, including the availability of resources and the character of the region's natural systems, and frequently by the similarities of the natural systems and resources in the immigrants' countries of origin.
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.	
6. Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph	<ul style="list-style-type: none"> • Describe the influence of natural systems (e.g., wildlife and forests, exploration of wilderness) in writings about and by Ralph Waldo Emerson, Henry David Thoreau,

Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow. <ul style="list-style-type: none"> • Provide examples of the roles of nature and natural systems in developing the Transcendentalists' perspective on the world (e.g., Ralph Waldo Emerson's 1836 book <i>Nature</i>). • Discuss of the roles of nature and natural systems in writings about individualism and self-reliance (e.g., Henry David Thoreau's 1854 book <i>Walden</i>).
8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	<ul style="list-style-type: none"> • Recognize that the development of the agrarian economy in the South depended on the natural systems and the physical geography of the region. • Provide examples of advantages and disadvantages of an economy that was exceedingly dependent on a single crop (i.e., cotton) rather than multiple crops and/or resources. • Describe how the methods used to grow cotton influenced the health of the croplands in the South and had an impact on the surrounding natural systems. • Explain how the South's dependence on an agrarian economy influenced the region's political and legal decisions.
2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	<ul style="list-style-type: none"> • Recognize how the physical environment and natural systems of the region influenced the development of the agrarian economy in the South. • Explain how the South's direct dependence on an agrarian economy and thus, physical environment, influenced events in the region and conditions prior to the Civil War.
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	<ul style="list-style-type: none"> • Identify the reasons for westward expansion in terms of exploration for natural resources (goods and ecosystem services). • Recognize the role of the growing population in the United States in relation to the westward expansion. • Describe the effects of the westward expansion on the natural systems and resources that were being settled.

	<ul style="list-style-type: none"> • Provide examples of the economic incentives provided to individuals willing to settle in the West that are related to natural resources (e.g., homesteading, land ownership). • Explain how the concept of Manifest Destiny related to the control of additional territories and the natural resources that they contained.
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	
4. Examine the importance of the great rivers and the struggle over water rights.	<ul style="list-style-type: none"> • Identify the role that the great rivers and water resources played in the West from 1800 to the mid-1800s (e.g., the location of towns, farming and ranching). • Describe the role of scientific and technological knowledge in the establishment of water rights. • Provide examples of the economic, political, legal, and cultural factors that played a role in decisions about water rights in the West. • Describe how the great river systems and struggles over water rights influenced the development of economic, political, and legal systems in the West. • Compare the issues related to water use and management in the West with other parts of the United States.
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	<ul style="list-style-type: none"> • Use a map to identify the locations of Mexican Settlements in the 1800s. • Recognize the factors that influenced decisions about the location of Mexican settlements. • Compare the economic, political, and legal systems related to the ownership of land and natural resources in the United States and the Mexican settlements. • Provide examples of how the different economic, political, and legal systems influence the management of land and natural resources.
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	<ul style="list-style-type: none"> • Describe the role of natural resources in the Texas War for Independence and the Mexican-American War.
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	Standards-based Learning Objectives in the Context of the EP&C
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	Students will:
2. Discuss the abolition of slavery in early state constitutions.	
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	
5. Analyze the significance of the States' Rights Doctrine, the Missouri	

Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln- Douglas debates (1858).	
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	<ul style="list-style-type: none"> • Use a map to trace the boundaries constituting the North and the South. • Recognize economic, political and cultural differences between agrarian and industrial societies especially as related to the use, management, and consumption of natural resources. • Provide examples of how these differences played a role in the instigation of the Civil War.
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	<ul style="list-style-type: none"> • Identify how the Civil War directly and indirectly affected the natural systems and resources in the North and South both during and after the war. • Provide examples of the effects of the Civil War on the physical environment (natural systems) and the availability of natural resources in the North and South both during and after the war.
8.11 Students analyze the character and lasting consequences of Reconstruction.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	
4. Trace the rise of the Ku Klux Klan and describe the Klan's effects.	
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	Standards-based Learning Objectives in the Context of the EP&C Students will:
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	<ul style="list-style-type: none"> • Recognize patterns of agricultural and industrial development as they relate to climate, use of natural resources (i.e., goods and ecosystem services) and availability of markets. • Describe the role of scientific and technological knowledge in agricultural and industrial development. • Describe how technological advances in industry and agriculture during the late nineteenth and twentieth centuries influenced the growth of human populations and communities. • Provide examples of how the technological advances in industry and agriculture during the late nineteenth and twentieth centuries affected the natural systems where this development was taking place. • Explain how political, economic, cultural and environmental factors affected technological advances in industry and agriculture during the late nineteenth and twentieth centuries.
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	<ul style="list-style-type: none"> • Recognize the growth of the United States population as one of the reasons for the development of federal Indian policy and the wars with American Indians. • Describe the federal Indian policy and the wars with American Indians in the context of controlling access to natural resources that directly and indirectly supported the industrialization of America. • Explain the political, economic, cultural and environmental factors that played a role in decisions about federal Indian policy and the wars with American Indians.
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	<ul style="list-style-type: none"> • Provide examples of how incentives such as land grants and government subsidies influenced the use and management of natural resources and systems in the United States. • Describe the political, economic, cultural and environmental factors that played a role in decisions about the use and management of natural resources and systems in the United States. • Explain the effects of these policies and practices of natural systems.
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	<ul style="list-style-type: none"> • Discuss the role of entrepreneurs, industrialists, and bankers (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford) in the discovery, extraction, harvest and consumption of natural resources. • Describe the long-term effects of the activities of these entrepreneurs, industrialists, and bankers on the geographic extent, composition, biological diversity, and viability of the natural systems.
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social	<ul style="list-style-type: none"> • Describe the role of the growing population in the United States on the growth of cities and consumption of natural resources.

<p>fabric of cities, wealth and economic opportunity, the conservation movement).</p>	<ul style="list-style-type: none"> • Recognize the factors that were considered in decisions regarding the growth and urbanization of cities (e.g., choice of areas and materials for construction, transportation systems). • Provide examples of how the growth of cities resulted in increasing demands for goods and ecosystem services from natural systems (e.g., agricultural products, forestry products) that placed greater demands on farmland (soils, water) and forests (timber). • Describe the direct and indirect effects of urbanization on the surrounding natural systems. • Explain the role of the Industrial Revolution in the development of the conservation movement. • Describe the role of scientific and technological knowledge in urbanization, renewed immigration, and industrialization, wealth and economic opportunity, and the conservation movement.
<p>6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p>	
<p>7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p>	
<p>8. Identify the characteristics and impact of Grangerism and Populism.</p>	
<p>9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p>	