Unit 7: The Reform Era

Unit #:	APSDO-00022746	Duration:	2.0 Week(s)	Date(s):	

Team:
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Grades:
8
Subjects:
Social Studies

Unit Focus

In this unit, students will examine the social reform movements of the 1800's. The assessment for this unit is an illustration where students create an advertisement/campaign poster supporting one of the social reform movements (e.g., women's rights, temperance, abolition, mental health, prison reform or education). The primary instructional materials for this unit include *The American Nation* textbook, historical documents, and secondary sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
Common Core *History/Social Studies: 8* • Cite specific textual evidence to support analysis of primary and secondary sources. *CCSS.ELA-LITERACY.RH.6-8.1* • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. *CCSS.ELA-LITERACY.RH.6-8.2* • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	**T1** (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. **T2** (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. **T3** (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge.

Meaning	
Understandings	**Essential Questions**
U1 (U800) It is through the actions of people that human rights are preserved or restored. **U2** (U802) Human rights involves the recognition of human dignity and the promotion of freedom, justice and peace for all humanity.	**Q1** What social and political injustices inspired social reform movements in the 1800's? **Q2** (Q903) How does one`s own perspective

CCSS.ELA-LITERACY.WHST.6-8.2 • Draw evidence from informational texts to support analysis reflection, and research. *CCSS.ELA-LITERACY.WHST.6-8.9* **Connecticut Goals and Standards** *Social Studies : 8* • Analyze connections among events and developments in historical contexts. *HIST.8.1* • Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women). *HIST.8.4* • Explain multiple causes and effects of events and developments in the past. *HIST.8.9*	affect the compassion you have for others? **Q3** (Q201) When and why does reform become revolutionary? When doesn`t it?	
	Acquisition of Knowledge and Skill	
	Knowledge	**Skills**
	K1 Political, philosophical, and religious ideals provided inspiration for social reform **K2** Reformers improved American education and treatment of the mentally ill **K3** The goals of the temperance movement was to preserve family structure **K4** The origins and growth of the anti-slavery movement traced from political, social and religious experiences and traditions **K5** The Underground Railroad helped slaves reach freedom and increased white southern defense of slavery **K6** Many whites opposed the abolitionist movement **K7** Women's participation in the abolitionist movement increased demand for their own political and legal rights	**S1** Determine central ideas or information of a primary or secondary source **S2** Provide accurate summary of how key events or ideas develop **S3** Communicate ideas through different genres, media formats, and styles of presentation