



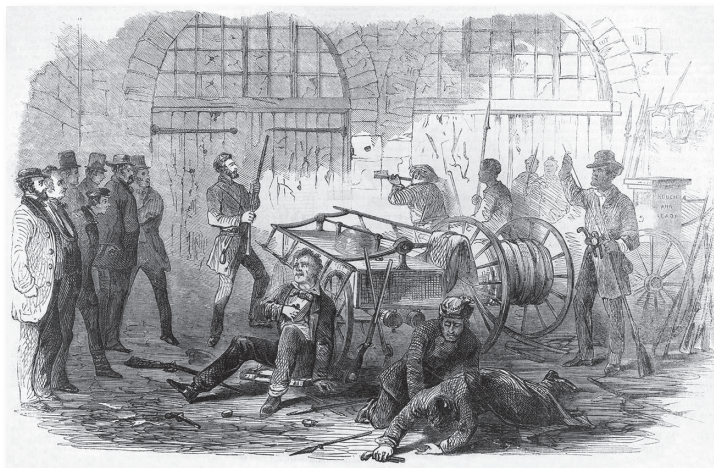
Dred Scott



A New Spirit of Change

Teacher Guide

Harpers Ferry



Sojourner Truth

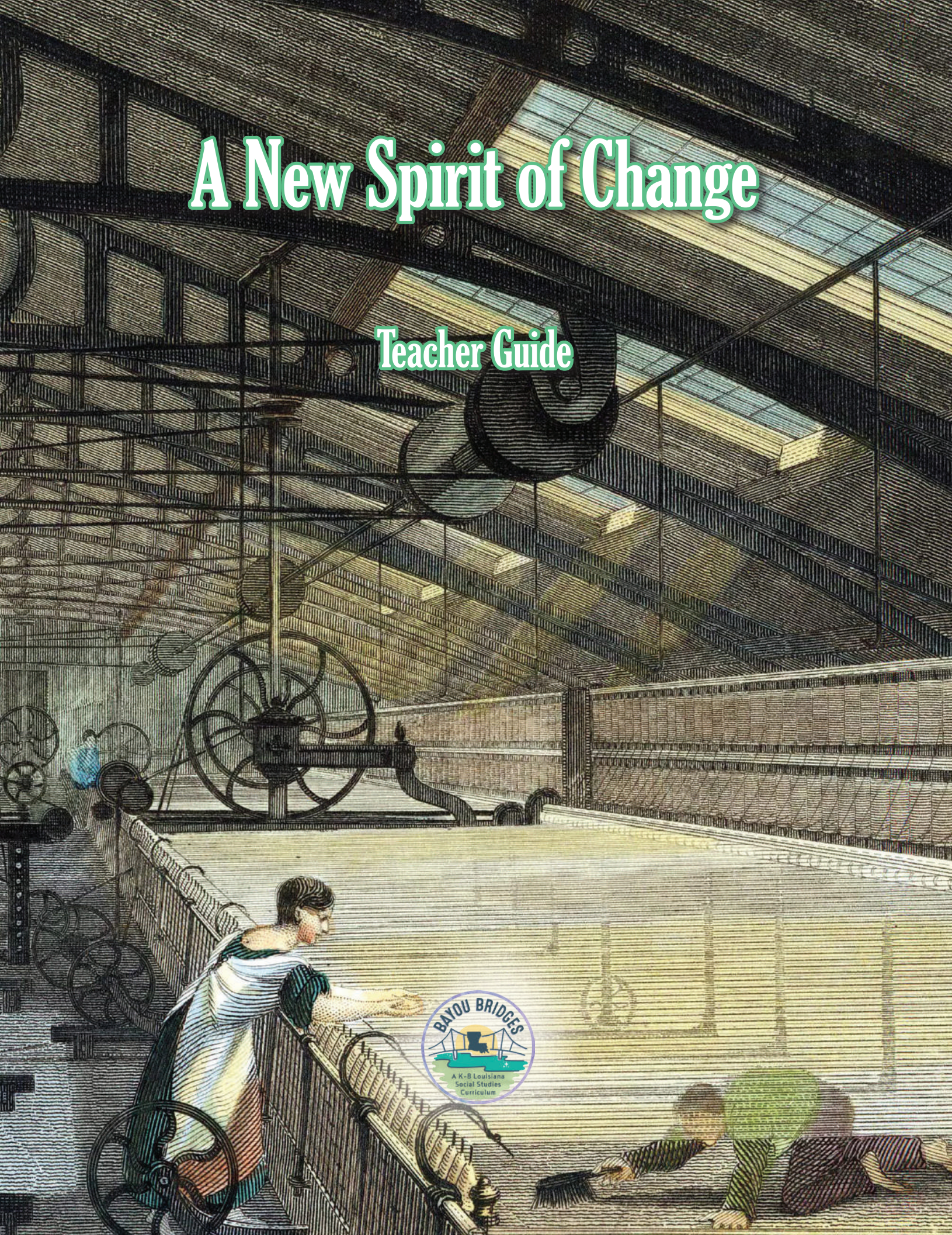


Women's rights leaders



A New Spirit of Change

Teacher Guide



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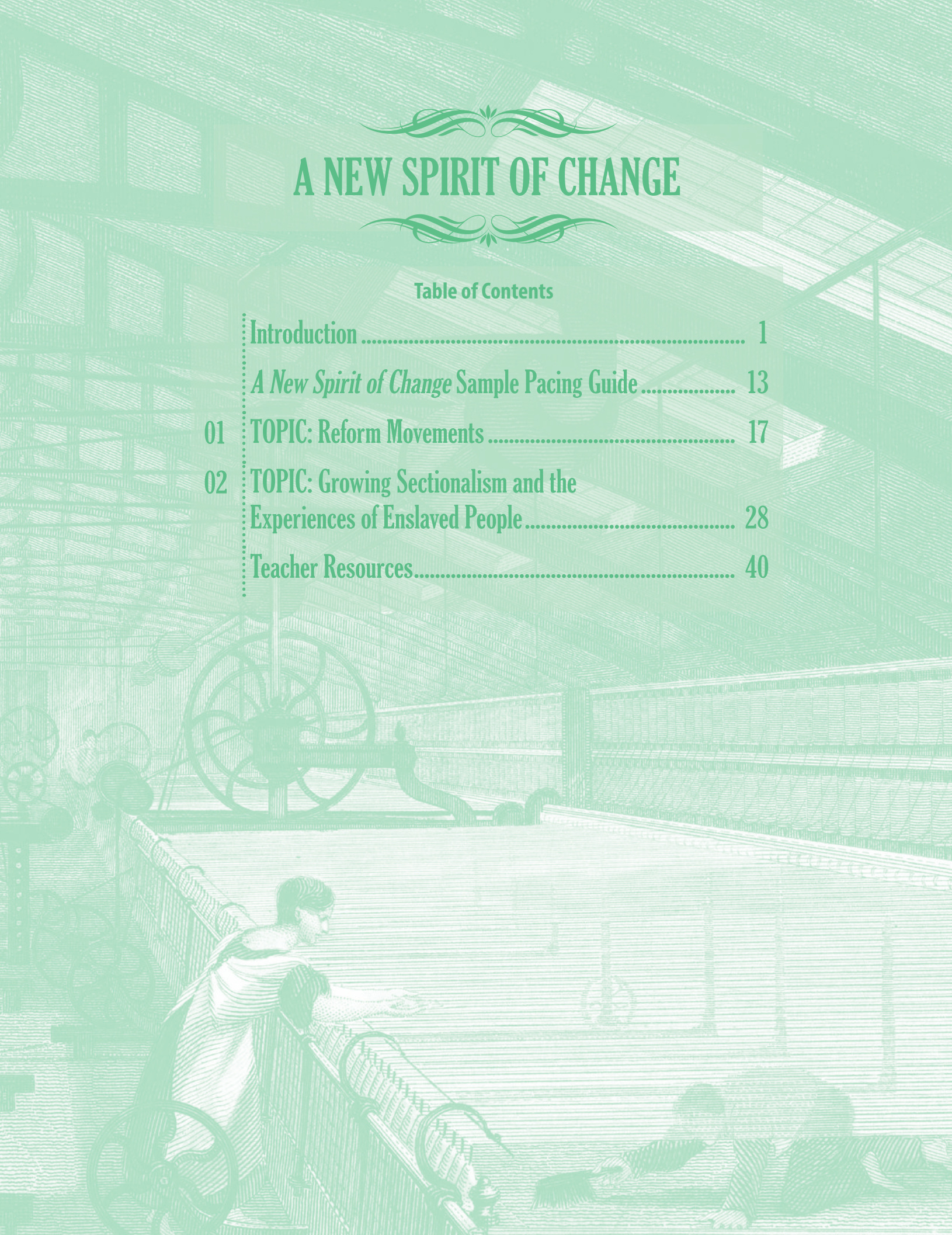


A NEW SPIRIT OF CHANGE



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A New Spirit of Change
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 7

Introduction

ABOUT THIS UNIT

The Big Idea

In the first half of the nineteenth century, the United States grappled with social reforms, political shifts, and escalating tensions over slavery, all of which played a crucial role in shaping the nation's path.

Throughout the first half of the nineteenth century, the United States witnessed profound challenges and shifts that defined its evolving identity. The growing reform movements aimed at improving society represented a proactive approach to addressing pressing social issues, from women's rights to public education. Meanwhile, the nation was deeply divided by the issue of slavery, and this debate intensified with the admission of new territories and states. Significant moments such as the Compromise of 1850 and the violent confrontations of "Bleeding Kansas" highlighted the tensions between different factions within the country. The formation of the Republican Party was a direct response to the growing crisis, offering a political platform opposed to the expansion of slavery. This period was thus defined by both the spirit of progressivism and deep-seated national discord.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington's presidency
- formation of the nation's first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison's* establishment of the Supreme Court's power of judicial review
- Daniel Boone's construction of the Wilderness Road
- exploration of the northern Louisiana Territory by the Lewis and Clark expedition
- exploration of the southern Louisiana Territory by the Dunbar-Hunter and Red River expeditions
- border disputes between the United States and Spain
- Louisiana's path to statehood
- causes, events, and consequences of the War of 1812
- Henry Clay's American System
- Monroe Doctrine
- *McCulloch v. Maryland* and *Gibbons v. Ogden* Supreme Court decisions and their implications
- growth and development of the United States from the early to mid-1800s
- growth of industry and the development of transportation networks
- ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects
- causes and effects of Indian Removal policies of the early to mid-1800s
- issues surrounding territorial disputes with Mexico and Britain and their resolutions
- development of distinct regional identities within the United States
- experiences of immigrants to the United States, including reasons for immigrating and experiences with nativism

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1807 to 1859.

1807	The United States passes a law that makes it illegal to import enslaved people from other countries.
1811	Enslaved people outside of New Orleans rebel in the German Coast Uprising.
1820	The Missouri Compromise draws a line from Missouri's southern border, dividing the rest of the Louisiana Purchase into free and slave portions.
1830s	Angelina and Sarah Grimké campaign for abolitionism and women's rights.
1830s–1840s	Horace Mann fights to improve the Massachusetts public education system, becoming known as the "father of the American public school."
1831	William Lloyd Garrison starts an abolitionist newspaper called <i>The Liberator</i> .
1831	Nat Turner leads a rebellion of enslaved people.
1832–33	The Nullification Crisis illustrates the tension between the federal government and states' rights advocates.
1840s	Dorothea Dix fights to improve treatment of prisoners and people who are mentally ill.
1840s–1850s	Frederick Douglass becomes a powerful voice for abolition as he writes and speaks about his experiences as a formerly enslaved person.
1848	The first women's rights convention in the United States is held in Seneca Falls, New York.

1849	Harriet Tubman escapes slavery and goes on to become one of the most successful conductors on the Underground Railroad.
1850	The Fugitive Slave Act of 1850 increases the sectional divide between North and South.
1850	The Compromise of 1850 temporarily calms tensions between the North and the South over the issue of slavery.
1851	Sojourner Truth, a formerly enslaved woman, gives her "Ain't I a Woman?" speech.
1852	<i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe is published, igniting public outrage against slavery.
1854	The Republican Party emerges as a response to sectional tensions and the growing influence of antislavery sentiment.
1854	The Kansas-Nebraska Act is passed, leading to a conflict in Kansas Territory that becomes known as "Bleeding Kansas."
1857	The Supreme Court rules that Dred Scott is not a citizen and thus does not have the right to use the American justice system to gain his freedom.
1859	In an attempt to arm enslaved people, John Brown raids the arsenal at Harpers Ferry in West Virginia. His raid is unsuccessful, and he is put to death.

What Students Need to Learn

- the fight for women's suffrage by Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, and others
- Horace Mann's push for education reform, emphasizing universal schooling
- Dorothea Dix's efforts to reform mental health care and conditions for incarcerated people
- what life was like as an enslaved person, including the formation of community, resistance to slavery, and escape from slavery via the Underground Railroad
- how the issue of slavery divided the nation, including debates around statehood for new territories, attempts to mitigate tensions through compromise, "Bleeding Kansas," the *Dred Scott* decision, the Lincoln-Douglas debates, and John Brown's raid on Harpers Ferry

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 4 are the following:

- Nineteenth-century reform movements fought for women’s suffrage, abolition, improvement in public health, and the establishment of public education.
- Due to the harsh realities of slavery, enslaved people sought to define their own futures through acts of resistance, outright rebellion, and escape via the Underground Railroad.
- The issue of slavery shaped sectional tensions as the United States expanded westward.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

A New Spirit of Change Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers’ Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter’s conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

A New Spirit of Change Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A New Spirit of Change* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 40.

- The Chapter Assessments test knowledge of each chapter’s content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

A New Spirit of Change Timeline Card Slide Deck—nineteen individual images depicting significant events and individuals related to reform movements and sectionalism in the nineteenth century. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1793 and 1850



Chapter 2

1807



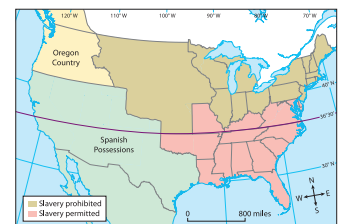
Chapter 2

1811 and 1831



Chapter 2

1820



Chapter 2

1830s



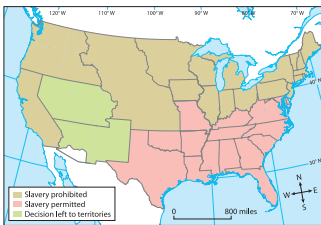
Chapter 1

1840s



Chapter 1

1850



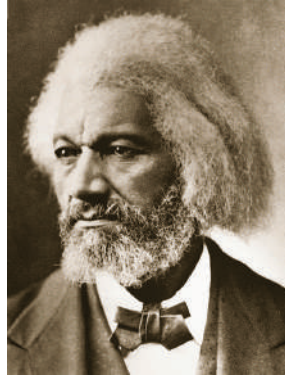
Chapter 2

1830s-1840s



Chapter 1

1840s-1850s



Chapter 1

1851



Chapter 1

1831



Chapter 1

1848



Chapter 1

1852



Chapter 1

1832-33



Chapter 2

1849



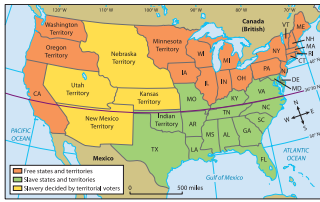
Chapter 1

1854



Chapter 2

1854



Chapter 2

1857



Chapter 2

1859



Chapter 2

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 4 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized both thematically and chronologically. The first chapter groups various reform movements of the nineteenth century. The second chapter provides an overview of growing sectionalism and discusses what life was like for enslaved people. This is followed by a chronological explanation of legislation and related events surrounding the growth and spread of slavery.

Understanding References to Time in the *A New Spirit of Change* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, women began to organize for women’s rights in the first half of the 1800s. During this time, the Seneca Falls Convention occurred in 1848.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Pacing Guide

The *A New Spirit of Change* unit is one of six history and geography units in the Grade 7 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to the *A New Spirit of Change* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 7 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.



Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over


Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What concerns caused American reformers to push for change in the 1800s, and how effective were their efforts?
2	How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	convention, abolitionist, suffrage, asylum, temperance
2	sectionalism, secede, containment, incumbent, arsenal


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 54–61. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Chapter 2—Claims and Evidence (AP 1.3)
- Chapter 2—Two African American Spirituals (AP 2.1)
- Chapter 2—The Compromise of 1850 (AP 2.2)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.3)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Bolden, Tonya. *Facing Frederick: The Life of Frederick Douglass, a Monumental American Man*. New York: Abrams Books for Young Readers, 2018.

Davis, Kenneth C. *In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives*. New York: Henry Holt Books for Young Readers, 2019.

Dunbar, Erica Armstrong. *She Came to Slay: The Life and Times of Harriet Tubman*. New York: 37 Ink, 2019.

Kiehner, Elizabeth, and Kara Coyle. *Good Girls Don't Make History*. Illustrated by Micaela Dawn. London, U.K.: Wide Eyed Editions, 2021.

Messner, Kate, and Gwendolyn Hooks. *History Smashers: The Underground Railroad*. Illustrated by Damon Smyth. New York: Random House Children's Books, 2022.

Schmidt, Gary D. *So Tall Within: Sojourner Truth's Long Walk Toward Freedom*. Illustrated by Daniel Minter. New York: Roaring Brook Press, 2018.

Taylor, Whit. *Harriet Tubman: Toward Freedom*. Illustrated by Kazimir Lee. New York: Little, Brown, 2021.

Zimet, Susan, and Todd Hasak-Lowy. *Roses and Radicals: The Epic Story of How American Women Won the Right to Vote*. New York: Puffin Books, 2020.

A NEW SPIRIT OF CHANGE SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1


Day 2

Day 3

Day 4

Day 5

A New Spirit of Change

<p>"Reform Movements" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Reform Movements" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Primary Source: Excerpt from <i>Letters on the Equality of the Sexes and the Condition of Woman</i>" by Sarah Grimké (TG & SV, Chapter 1, AP 1.2) and "Primary Source: Excerpt from 'The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?' by Frederick Douglass" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: Ralph Waldo Emerson's 'Self-Reliance' (1841)" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.2)</p>
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Week 2

Day 6






Day 7

Day 8

Day 9

Day 10

A New Spirit of Change

<p> "PRIMARY SOURCE ACTIVITY: Two Arguments for Women's Suffrage" (TG, Chapter 1 Additional Activities, NFE 2, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: Two Declarations" (TG, Chapter 1 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Two Declarations" (TG, Chapter 1 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Sojourner Truth's 'Ain't I a Woman?'" (TG, Chapter 1 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Voices of Abolition" (TG, Chapter 1 Additional Activities, NFE 3, AP 1.2)</p>
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Week 3

Day 11



Day 12

Day 13

Day 14

Day 15

A New Spirit of Change

<p> "PRIMARY SOURCE ACTIVITY: Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i>" (TG, Chapter 1 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Report to the Massachusetts Board of Education (1848)" (TG, Chapter 1 Additional Activities, NFE 4)</p>	<p>Chapter 1 Assessment</p>	<p>"Growing Sectionalism and the Experiences of Enslaved People" Core Lesson (TG & SV, Chapter 2)</p>	<p>"Growing Sectionalism and the Experiences of Enslaved People" Core Lesson (TG & SV, Chapter 2) "Domain Vocabulary: Chapters 1–2" (TG, Chapter 2 Additional Activities, AP 2.3)</p>
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Week 4

Day 16



Day 17

Day 18

Day 19

Day 20

A New Spirit of Change

<p>"Primary Source: Excerpt from <i>Twelve Years a Slave</i> by Solomon Northup" (TG & SV, Chapter 2, AP 1.2) and "Primary Source: Excerpt from Abraham Lincoln's Speech to the Illinois Republican Convention (1858)" (TG & SV, Chapter 2, AP 1.2)</p>	<p>Chapter 2 Learning Lab</p>	<p> "PRIMARY SOURCE ACTIVITY: The Lives of Enslaved People" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: The <i>Dred Scott</i> Decision" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.2)</p>	<p>"The Missouri Compromise" (TG, Chapter 2 Additional Activities)</p>
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Week 5

Day 21





Day 22

Day 23

Day 24

Day 25

A New Spirit of Change

<p> "PRIMARY SOURCE ACTIVITY: The Nullification Crisis" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: The Nullification Crisis" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: Calhoun's 'Proposal to Preserve the Union'" (TG, Chapter 2 Additional Activities, AP 1.3)</p>	<p>"The Compromise of 1850" (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: The Lincoln-Douglas Debates" (TG, Chapter 2 Additional Activities)</p>
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Week 6

Day 26



Day 27

Day 28

Day 29

Day 30

A New Spirit of Change

<p> "PRIMARY SOURCE ACTIVITY: The Lincoln-Douglas Debates" (TG, Chapter 2 Additional Activities)</p>	<p> "PRIMARY SOURCE ACTIVITY: John Brown's Statement to the Court" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 4 Performance Task Assessment</p>	<p>Unit 4 Performance Task Assessment</p>
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A NEW SPIRIT OF CHANGE PACING GUIDE

_____’s class

(A total of thirty days has been allocated to the *A New Spirit of Change* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1 **Day 2** **Day 3** **Day 4** **Day 5**

A New Spirit of Change

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Week 2

Day 6 **Day 7** **Day 8** **Day 9** **Day 10**

A New Spirit of Change

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Week 3

Day 11 **Day 12** **Day 13** **Day 14** **Day 15**

A New Spirit of Change

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

A New Spirit of Change

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

A New Spirit of Change

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

A New Spirit of Change

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TOPIC: Reform Movements

The Framing Question: What concerns caused American reformers to push for change in the 1800s, and how effective were their efforts?

Primary Focus Objectives

- ✓ Describe reform movements of the nineteenth century, including the women’s suffrage, education, and public health reform movements. (7.11, 7.11.a, 7.11.b)
- ✓ Describe the Underground Railroad and the role played by Harriet Tubman. (7.11.e)
- ✓ Explain the ideas of influential abolitionists. (7.11.c, 7.11.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *convention*, *abolitionist*, *suffrage*, *asylum*, and *temperance*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Reform Movements”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- images from the Internet of Susan B. Anthony’s grave and the *When Anthony Met Stanton* statue

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

convention, n. a formal gathering of people for a purpose (5)

Example: The convention brought together delegates from across the country to discuss the upcoming elections.

Variations: conventions, convene (v.)

abolitionist, n. a person who worked to end slavery during the 1700s and 1800s (8)

Example: Harriet Tubman was a courageous abolitionist who helped lead enslaved people to freedom.

Variations: abolitionists, abolition (n.), abolish (v.)

suffrage, n. the right to vote (8)

Example: The suffrage movement fought tirelessly to secure voting rights for women.

Variations: suffragist (n.)

asylum, n. a hospital for people with mental illness (15)

Example: The patient was admitted to an asylum where he will receive proper treatment.

Variations: asylums

temperance, n. moderation in or refraining from the consumption of alcoholic beverages (16)

Example: Supporters of temperance believed that alcohol caused a variety of social problems.

THE CORE LESSON 35 MIN

Introduce *A New Spirit of Change* Student Volume

5 MIN

Distribute copies of the *A New Spirit of Change* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the charts, portraits, and maps in the unit.

Introduce “Reform Movements”

5 MIN

Review what students read in Unit 3 about the changes that were occurring in the United States in the early 1800s—the transportation revolution, industrialization, urbanization, and the growth of slavery. These changes led to calls for reform and to tension between North and South, which students will read about in this unit.

Call students’ attention to the Framing Question. Tell students to look for details about why people wanted change and the results of their efforts to make those changes.

Guided Reading Supports for “Reform Movements”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Reforms for a Better Nation,” pages 2–4

Scaffold understanding as follows:

Invite volunteers to read the section on page 2–4 aloud.

SUPPORT—Point out the word *reforms* in the chapter title. Explain that reforms are actions intended to change something for the better.

After the volunteers read the text, ask the following questions:

LITERAL—What is a reformer? (7.11)

- » A reformer is a person who spends a lot of time and effort trying to make things better for society.

EVALUATIVE—What was the impact of growing democracy and equality in the United States in the 1830s and 1840s? (7.11)

- » Americans believed that everything was possible.

“Paving a Path for Equality,” pages 4–5

Scaffold understanding as follows:

Have students read the section on pages 4–5 independently.

CORE VOCABULARY—Point out the vocabulary term *convention*, and explain its meaning.

SUPPORT—Point out the phrase “societal norms” in the first sentence of the section. Explain that societal norms are the unwritten rules and expectations that society has for how people should behave. For example, many places and activities have unwritten dress codes or expectations for what people wear. The expectations for clothing worn to a sporting event may be very different from those for clothing worn to a religious service, a school dance, or a holiday party.

SUPPORT—Explain that many women were limited to low-paying jobs as domestic servants for wealthy families or as factory workers. This was often true of women from lower-income or working-class families.

After students read the text, ask the following questions:

LITERAL—What did Angelina and Sarah Grimké advocate for? (7.11, 7.11.a, 7.11.c)

- » Angelina and Sarah Grimké spoke out against slavery and wanted to end it. Sarah also spoke in favor of equality for women.

EVALUATIVE—Why did Angelina and Sarah Grimké leave the South in the 1830s? (7.11, 7.11.a, 7.11.c)

- » Angelina and Sarah Grimké left the South in the 1830s because they disagreed with slavery and didn’t want to be part of it.

LITERAL—During the 1800s, what societal norms limited women, particularly in the area of public speaking? (7.1)

- » During the 1800s, people believed that women should be quiet and not speak in front of others, especially when men were around. They thought women should stay at home and not be seen or heard in public meetings or events.

EVALUATIVE—Why was it significant that women like the Grimké sisters challenged societal norms during this time period? (7.11, 7.11.a, 7.2)

- » It was significant because they showed that women could speak out in public for what they believed in, which was uncommon at the time.


INFERENTIAL—Why might the exclusion of women from the World Anti-Slavery Convention in 1840 have prompted a fight for women’s rights? (7.1, 7.2, 7.11.a)

- » Their exclusion from the World Anti-Slavery Convention in 1840 likely made many women feel that their opinions about an issue they cared about didn’t matter. This may have sparked or motivated women to start organizing and speaking up for their own rights.

“A Turning Point,” pages 5–7

Scaffold understanding as follows:

Have students read the section on pages 5–7 with a partner.

 **TALK IT OVER**—After students have read the section, invite them to discuss the following questions in small groups or as a whole class. **Say:** Some people argue that change is gradual and that people should be patient, while others believe in taking direct action to bring about change. Which approach did Lucretia Mott and Elizabeth Cady Stanton take? Was their approach effective? Why or why not? (7.6.b, 7.7)

After students read the text, ask the following questions:

LITERAL—What significant event took place on July 14, 1848? (7.11, 7.11.a)

- » The *Seneca County Courier* published an announcement about the upcoming Woman’s Rights Convention in Seneca Falls, New York, on July 14, 1848.

LITERAL—Who were Lucretia Mott and Elizabeth Cady Stanton, and how did their experiences at the World Anti-Slavery Convention in London inspire them? (7.11, 7.11.a)

- » Lucretia Mott and Elizabeth Cady Stanton were two important women. Both of them attended the World Anti-Slavery Convention in London, where they saw that women could only watch from a balcony. This upset them and inspired them to change things.

EVALUATIVE—Why was it important for Lucretia Mott and Elizabeth Cady Stanton to organize a convention dedicated to women’s rights? (7.11, 7.11.a)

- » Lucretia Mott and Elizabeth Cady Stanton wanted to organize a convention about women’s rights because they saw and experienced that women were treated unfairly, and they wanted to do something about it. They believed that women should have the same rights as men.


“Seneca Falls,” pages 7–8

Scaffold understanding as follows:

Read the section on pages 7–8 aloud.

CORE VOCABULARY—Point out the vocabulary terms *abolitionist* and *suffrage*, and explain their meanings.

SUPPORT—When Frederick Douglass is mentioned, point him out in the image of the statue from the Women’s Rights National Historical Park at the start of the chapter. He is the second figure from the left, the only man facing forward.

 **SUPPORT**—Reread the quote from the Declaration of Sentiments: “We hold these truths to be self-evident: that all men and women are created equal.” Ask students how this statement is similar to and different from the Declaration of Independence. (*It is the same as the Declaration of Independence except for the addition of “and women.”*) (7.6.c)

After reading the text, ask the following questions:

LITERAL—What did Stanton declare at the convention through her Declaration of Sentiments? (7.11.a)

- » Stanton declared, “We hold these truths to be self-evident: that all men and women are created equal,” and listed fifteen ways women were treated unfairly. She then demanded women be granted suffrage.

EVALUATIVE—Why did some newspapers not take the Seneca Falls Convention seriously, and what were some of the things they mocked? (7.11.a)

- » Some newspapers didn’t take the Seneca Falls Convention seriously because they didn’t agree with the women’s demands for voting and other rights. They made fun of the ideas that women should vote and own property and that men should do traditional women’s tasks. They didn’t think these ideas were important or possible back then.

“Other Heroes” and “Susan B. Anthony,” pages 8–11

Scaffold understanding as follows:


Have students read the section “Other Heroes” on pages 8–11 independently.

SUPPORT—Display the image of the *When Anthony Met Stanton* statue in Seneca Falls. Explain that the woman in the middle is Amelia Bloomer. Note the pants, or “bloomers,” she is wearing. Bloomer pushed for women to dress more comfortably because the corsets and dresses they were expected to wear at the time were uncomfortable and harmful. Explain that Bloomer introduced Elizabeth Cady Stanton (right) and Susan B. Anthony (left). The two women became lifelong friends and partners in the fight for women’s suffrage.

SUPPORT—Direct students to the chart on page 10. Point out the word *suffragist* in the first column. Explain that a suffragist was someone who fought for women’s suffrage. Ask: Which two suffragists co-founded organizations specifically dedicated to women’s suffrage or rights? (*Susan B. Anthony and Mary Church Terrell*) Which suffragist was a member of the Oneida nation and advocated for both Native American rights and women’s suffrage? (*Laura Cornelius Kellogg*) (7.1, 7.11.a)

Note: For more about trailblazing women, see the Core Knowledge Voices in History™ biography of Susan La Flesche Picotte, the first Native American to go to medical school and become a doctor.

SUPPORT—Direct students to the timeline on page 10. Ask: In what year was the Seneca Falls Convention held? (1848) Ask students what can be inferred about the popularity and longevity of the women’s rights movement. (*The women’s rights movement went on for many decades in the 1800s and beyond and was popular enough to prompt multiple conventions and gatherings across at least five states.*) (7.1, 7.2, 7.4, 7.5, 7.11, 7.11.a)

 **SUPPORT**—Direct students to the map Important Events in the Women’s Rights Movement on page 11. Ask students which region of the United States hosted important events in the women’s rights movement during the second half of the nineteenth century. (*the North*) (7.4)

Invite a volunteer to read the sidebar “Susan B. Anthony” on page 9 aloud.

SUPPORT—Explain that one of the most notable moments in Susan B. Anthony’s life was when she decided to cast her vote in the 1872 presidential election. On November 5, 1872, Anthony went to her local polling place, presented herself to the election officials, and demanded to vote. She insisted on her right to do so under the Fourteenth Amendment, which granted citizenship to all persons born or naturalized in the United States. She argued that as a citizen, she had the right to vote. By placing her ballot in the box, she became one of the first women in the United States to vote in a presidential election. Anthony’s act of defiance did not go unnoticed. Shortly after voting, she was arrested and charged with the crime of voting illegally. Her trial gained national attention, and Anthony used the courtroom as a platform to advocate for women’s suffrage. In the end, Susan B. Anthony was found guilty of illegally voting, but her courageous act had a lasting impact. It drew attention to the unjust laws that denied women the right to vote and further fueled the women’s suffrage movement.

SUPPORT—Display the image of Susan B. Anthony’s grave. Explain that Anthony is so respected for her fight for women’s suffrage that even today, women will visit her gravesite after voting on Election Day and place their “I Voted!” stickers on her headstone.

After the volunteer reads the text, ask the following questions:

EVALUATIVE—What made Susan B. Anthony a “trailblazer” in the fight for gender equality? (7.11.a)

- » Susan B. Anthony was a determined and relentless reformer who co-founded an association dedicated to equal rights, played a key role in the fight for the Nineteenth Amendment, and inspired other women to join the suffrage movement.

LITERAL—What significant role did Sojourner Truth play in the women’s rights movement? (7.11.a)

- » Sojourner Truth played a significant role in the women’s rights movement by using her powerful speaking skills to speak up for women’s rights and equality.

LITERAL—What did Amelia Bloomer challenge with her clothing choices? (7.11.a)

- » Amelia Bloomer challenged the traditional way women dressed by wearing comfortable trousers with a short skirt over them, which was different from the long, heavy dresses women usually wore.

EVALUATIVE—How did the unconventional decisions of Lucy Stone and Elizabeth Blackwell challenge traditional gender roles during this period? (7.11.a)

- » Lucy Stone challenged traditional gender roles by giving public speeches about women’s rights, and she also kept her own name when she got married, which was not common at the time. Elizabeth Blackwell challenged traditional gender roles by becoming the first woman to graduate from a medical college, showing that women could be doctors too. These decisions helped change the way society viewed women’s roles.

“The Abolitionist Movement,” pages 11–13

Scaffold understanding as follows:

Have students read the section on pages 11–13 with a partner.

SUPPORT—Sojourner Truth was a remarkable figure who made significant contributions to both the women’s rights and abolition movements. Truth’s personal experiences as an enslaved person and her subsequent escape to freedom fueled her passion for abolition. Her 1851 speech “Ain’t I a Woman?” drew attention to the unique challenges faced by enslaved women. In her powerful address, Truth highlighted the struggles of African American women and demanded recognition and equal rights for them. Her dual commitment to both women’s rights and abolition demonstrated the interconnectedness of these causes.

After students read the text, ask the following questions:

LITERAL—Who was William Lloyd Garrison? (7.11.c)

- » William Lloyd Garrison worked to end slavery by starting a newspaper called *The Liberator* in 1831. In this newspaper, Garrison talked about how cruel slavery was and encouraged others to help stop it. He also helped organize the American Anti-Slavery Society in 1833.

EVALUATIVE—Why might Frederick Douglass have had a unique perspective within the abolition movement? (7.11.c)

- » Frederick Douglass likely had a unique perspective within the abolition movement because he had been formerly enslaved himself. He escaped to freedom and described his experiences living in slavery, saying, “My soul sickens at the sight.”

EVALUATIVE—Why did Southerners and some Northerners view abolitionists like Garrison, Douglass, and Truth as troublemakers? (7.11.c)

- » Southerners were upset with abolitionists like Garrison, Douglass, and Truth because these abolitionists spoke out against slavery, which was a big part of the Southern way of life. Some Northerners also weren’t ready to accept the idea of ending slavery; they may have perceived abolitionists as people who were causing problems or stirring things up.

“The Underground Railroad and Legislation,” pages 13–15

Scaffold understanding as follows:

Have students read the section on pages 13–15 independently.

SUPPORT—Explain that students will read more about the 1807 Act Prohibiting the Importation of Slaves in the next chapter.

SUPPORT—It has long been understood that the enslaved people who escaped to freedom on the Underground Railroad used overland routes. However, recent scholarship has revealed that slaves also escaped to the North by boat.

After students read the text, ask the following questions:

LITERAL—What was the Underground Railroad? (7.11.e)

- » The Underground Railroad was a secret network of people who helped enslaved individuals escape from slavery. The people who helped were called conductors, and they guided those who escaped to safe places.

LITERAL—How did Harriet Tubman contribute to the Underground Railroad? (7.11.e)

- » Harriet Tubman escaped from slavery herself and then returned to the South to help others escape. Over a period of ten years, she made nineteen trips to the South to lead enslaved people to freedom in the North. She was like a guide, leading them secretly through the dangerous journey, helping them find safe places to hide, and showing them the way to freedom.

“Transforming Systems,” pages 15–17

Scaffold understanding as follows:

Invite volunteers read the section on pages 15–17 aloud.

CORE VOCABULARY—Point out the vocabulary terms *asylum* and *temperance*, and explain their meanings.

SUPPORT—Explain that Horace Mann had the power to create schools because he was secretary of the Massachusetts Board of Education.

After the volunteers read the text, ask the following questions:

LITERAL—Who was Dorothea Dix, and what motivated her to advocate for prison and mental health reform? (7.11, 7.11.b)

- » Dorothea Dix, once a young teacher, began advocating for better conditions for mentally ill people after seeing their poor treatment in a Boston jail. Her motivation was to improve mental health care and prison conditions.

EVALUATIVE—Why did temperance reformers want to reduce or eliminate consumption of alcohol? (7.11)

- » Temperance reformers wanted to reduce or eliminate consumption of alcohol because they believed alcohol caused social problems.

EVALUATIVE—Why did Horace Mann believe that education was important for every child? (7.11, 7.11.b)

- » Horace Mann believed that education was crucial for all children because it could lead to better lives, jobs, and a strong democracy.

EVALUATIVE—How did Mann reform education in Massachusetts? (7.11, 7.11.b)

- » Mann reformed education in Massachusetts by introducing teacher training, increasing school funding, making school attendance mandatory, and organizing schools into grades.

Primary Source Feature: “Excerpt from Sarah Grimké, *Letters on the Equality of the Sexes and the Condition of Woman*,” page 18

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 18.

Introduce the source by reviewing what students read about the Grimké sisters. Explain that this text is an excerpt from a series of letters Sarah Grimké wrote to her local newspaper about the role of women in society.

Invite volunteers to read the source aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Sarah Grimké say women are taught to believe is the only way to have a happy life? (7.6, 7.6.a, 7.6.b, 7.11, 7.11.a)

- » She says they are taught to regard marriage as the only way to find happiness.

EVALUATIVE—According to Sarah Grimké, why do women often focus on their physical appearance? (7.2, 7.3, 7.6.a, 7.6.b, 7.11, 7.11.a)

- » Women have been taught to believe that men won’t be attracted to their intellect and that if women are believed to be more intelligent, men will think they are acting inappropriately.

LITERAL—What does Sarah Grimké say is considered to be appropriate behavior for women? (7.6, 7.6.a, 7.6.b, 7.11, 7.11.a)

- » They are supposed to dress a certain way, dance, show off their best features, and read popular novels.

INFERENTIAL—How do you think Sarah Grimké believed “fashionable women” should act? (7.11.a)

- » Answers will vary but may include: Grimké believed that women, instead of trying to make themselves attractive to men through their appearance and dancing, should focus more on intellectual behavior.

Primary Source Feature: “Excerpt from ‘The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?’ by Frederick Douglass,” page 19

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 19.

Introduce the source by reviewing what students read about Frederick Douglass. Explain that this text is an excerpt from the Douglass speech that was mentioned in the chapter.

Invite volunteers to read the excerpt aloud.

Activity Page



AP 1.2

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

dissolution, n. the act of breaking apart, ending, or disbanding something

fidelity, n. faithfulness, loyalty, or a strong commitment to a person, cause, or principle

franchise, n. the right to vote in elections or participate in the political process as a citizen

denounce, v. to publicly condemn or criticize something or someone

SUPPORT—Point out the reference to Garrisonians in the first paragraph of the excerpt. Explain that the Garrisonians were supporters of William Lloyd Garrison. The Garrisonians believed that the Constitution was a proslavery document and refused to vote or hold office, denouncing those who did, even if they supported abolition.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—Based on the excerpt, what does Douglass believe is the most effective way to abolish slavery in America? (7.6, 7.6.a, 7.6.b, 7.11.d)

- » Douglass believes that the most effective way to abolish slavery in America is by participating in politics. He thinks that voting for people who want to end slavery will allow them to use the power of the government to help abolish it.

EVALUATIVE—How do the Garrisonians and Douglass disagree? (7.2, 7.3, 7.7.a, 7.7.b, 7.7.d, 7.8.g, 7.11.d)


- » The Garrisonians and Douglass disagree about how to end slavery and what the United States Constitution says about it. Garrisonians believe the Constitution supports slavery, so they refuse to vote or hold office, and they criticize anyone who does. Douglass thinks the Constitution doesn't support slavery and that voting and holding office is the best way to end it.

EVALUATIVE—What does it mean to “compel the devil to wear his own garments”? (7.11.d)

- » Possible answer: This saying means to make someone experience something bad that they are in charge of or responsible for. In this context, Douglass is saying that they should use the laws and rules that support slavery to show how bad those laws are. It's like making the people who support slavery realize how wrong it is by using their own rules against them.

INFERENTIAL—Do you think Douglass's approach of advocating for political participation and voting is more practical for achieving abolition, or do you agree with the Garrisonians' stance of abstaining from the political system? Explain your reasoning. (7.6.c, 7.11.d)

- » Students should clearly state their preferred approach and support it with evidence from their reading, their study of U.S. history so far, and their own life experiences.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (7.1)
- Review and discuss the Framing Question: “What concerns caused American reformers to push for change in the 1800s, and how effective were their efforts?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What concerns caused American reformers to push for change in the 1800s, and how effective were their efforts?”
 - » Key points students should cite include: the lack of equal rights and opportunities for women led reformers such as Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony to fight for women’s suffrage; the fight for women’s suffrage lasted until 1920, when the Nineteenth Amendment gave women the right to vote; the plight of enslaved people led the Quakers and reformers such as Frederick Douglass, Sojourner Truth, William Still, and Harriet Tubman to fight for the abolition of slavery; Still and Tubman successfully helped hundreds of enslaved people escape along the Underground Railroad; abolitionists succeeded in passing legislation such as the Northwest Ordinance of 1787, which restricted the expansion of slavery, and the 1807 Act Prohibiting the Importation of Slaves, which ended the international slave trade; the deplorable conditions for the mentally ill in prisons led Dorothea Dix to lobby for better treatment and conditions; Dix’s efforts led to the creation of hundreds of new mental health hospitals; temperance reformers sought to cure social problems by restricting or prohibiting the sale of alcohol; limited access to education and poor-quality public schools spurred Horace Mann to reform public education in Massachusetts; as a result, Massachusetts created teacher-training schools, increased school funding, and made school attendance mandatory for all children, emphasizing the importance of education for personal growth and democracy.
- Choose two of the Core Vocabulary terms (*convention, abolitionist, suffrage, asylum, or temperance*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Growing Sectionalism and the Experiences of Enslaved People

The Framing Question: How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?

Primary Focus Objectives

- ✓ Explain the issues around the trade of enslaved people prior to the Civil War. (7.11.f)
- ✓ Explain the growth of sectionalism and rising tension prior to the Civil War. (7.12)
- ✓ Analyze major events, legislation, and court decisions from 1800 that led to increasing sectionalism. (7.12.a)
- ✓ Describe the formation of the Republican Party and its founding platform. (7.12.b)
- ✓ Compare and contrast various arguments on the issue of slavery and states' rights. (7.12.c)
- ✓ Explain the causes of and reactions to slave rebellions and raids. (7.12.d)
- ✓ Understand the meaning of the following domain-specific vocabulary: *sectionalism*, *secede*, *containment*, *incumbent*, and *arsenal*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Growing Sectionalism and the Experiences of Enslaved People”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- map of the 1850 Fugitive Slave Act
- recording of “We Are Climbing Jacob’s Ladder”

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the map and recording may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

sectionalism, n. devotion to the interests of a region over those of a country (21)

Example: Growing sectionalism between the northern and southern states led to the Civil War.

Variations: sectional (adj.), sectionalist (n.)

secede, v. to formally withdraw membership (28)

Example: In 1860, southern states began to secede from the Union.

Variations: secedes, seceding, seceded, secession (n.)

containment, n. the act of keeping something under control or within limits (30)

Example: Some nineteenth-century reformers believed in containment and did not want slavery spreading to new territories and states.

Variations: contain (v.)

incumbent, adj. holding a position or political office (32)

Example: The incumbent president sought reelection.

Variations: incumbent (n.)

arsenal, n. a place where weapons and other military equipment are stored (33)

Example: The military arsenal contained a vast array of weaponry.

Variations: arsenals

THE CORE LESSON 35 MIN

Introduce “Growing Sectionalism and the Experiences of Enslaved People” 5 MIN

Review what students read in the previous chapter about nineteenth-century reform movements. Emphasize that abolition was one of the most highly charged issues of the early 1800s. Slavery became a focal point for not only U.S. social reform but also U.S. politics. In this chapter, students will read about how slavery became a lightning rod in the growing tension between North and South.

Call students’ attention to the Framing Question. Tell students to look for details about slavery’s role in the relationship between the North and the South as they read.

Guided Reading Supports for “Growing Sectionalism and the Experiences of Enslaved People” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Growing Rift,” pages 20–22

Scaffold understanding as follows:

Invite volunteers to read the section on pages 20–22 aloud.

CORE VOCABULARY—Point out the vocabulary term *sectionalism*, and explain its meaning.

SUPPORT—Remind students that sectionalism was something George Washington warned against in his farewell address.

After the volunteers read the text, ask the following questions:

LITERAL—What is sectionalism? (7.2, 7.3, 7.12)

- » Sectionalism is when people in one part of the country care more about their own area than they do about the entire country.

EVALUATIVE—How did differences between the North and the South contribute to sectionalism? (7.12)

- » The North and the South had very different economies. In the North, they were building a lot of factories and making things like machines and clothes. People were paid to work in these factories, and they didn’t need enslaved workers. But in the South, people mainly made money from farming, growing things like cotton and tobacco. This needed a lot of workers, so they used enslaved people. These different ways of making money caused problems and disagreements between the North and the South and made sectionalism worse.

“Life as an Enslaved Person,” pages 22–25

Scaffold understanding as follows:

Have students read the section on pages 22–25 independently.

SUPPORT—Play the recording of “We Are Climbing Jacob’s Ladder.” Explain that this version is sung by an a cappella group led by the composer, historian, and musician Bernice Johnson Reagon. She was active in the Civil Rights Movement of the 1960s and believes in the power of music to bring people together. Have students read the lyrics in the Student Volume as they listen to the recording.

SUPPORT—Explain that the brutal treatment of enslaved people was permitted by law. In 1669, for example, the Virginia Colonial Assembly passed a law that permitted enslavers to kill slaves who resisted their authority. Future laws allowed the killing of enslaved people for committing infractions as minor as picking bad tobacco.

SUPPORT—Explain that enslaved people in the United States forged a distinct African American culture despite the harsh conditions of slavery. They brought African culinary traditions to the American South, contributing to the development of African American cuisine, called soul food, with dishes such as gumbo. Music was another cultural cornerstone, and enslaved people laid the foundations for future musical genres such as blues, jazz, and gospel. Storytelling and folklore were passed down orally and often emphasized resistance and survival.

Note: Students may recall reading about the German Coast Uprising in Unit 2, *Growth of the New Nation*.

After students read the text, ask the following questions:

LITERAL—What determined the quality of life for enslaved people? (7.12)

- » The quality of life for enslaved people depended on who their enslaver was and the type of work they did.

LITERAL—How did enslaved workers typically spend their days on small farms and large plantations? (7.12)

- » Enslaved workers on small farms did different tasks, including fieldwork and chores. On large plantations, most of them worked in the fields from morning to evening.

EVALUATIVE—What were some ways enslaved people resisted their enslavement? (7.12.d)

- » Enslaved people resisted in various ways, such as rebelling and escaping. Some used subtler methods, like working slowly or pretending to be sick.

EVALUATIVE—Why might enslaved people have found comfort in singing spirituals? (7.12)

- » Singing spirituals allowed them to express their emotions and struggles, as well as their hope for the future.

“Restricting the Slave Trade,” page 25

Scaffold understanding as follows:

Read the section on page 25 aloud.

SUPPORT—Explain that the 1807 Act Prohibiting the Importation of Slaves had its origins in the United States Constitution, drafted during the 1787 Constitutional Convention. To address the divisive issue of slavery, a compromise was struck that allowed the international slave trade to continue for twenty years after the Constitution’s ratification, after which it would be banned. This compromise was vital in securing the Constitution’s ratification, balancing the interests of states reliant on slavery with those seeking its eventual end. Therefore, the 1807 act represented the fulfillment of the promise made during the Constitutional Convention to eventually end the international slave trade.

SUPPORT—Emphasize that even though the act prohibited international trafficking of enslaved people, it did nothing to stop or limit domestic trafficking. Enslaved people could still be bought, sold, and transported within the United States. Illegal slave trading also continued.

After reading the text, ask the following questions:

LITERAL—What did the Act Prohibiting the Importation of Slaves do? (7.11.f)

- » The Act Prohibiting the Importation of Slaves made it illegal to bring enslaved people into the United States from other countries.

EVALUATIVE—How did the Act Prohibiting the Importation of Slaves contribute to growing sectionalism? (7.11.f)

- » The act contributed to growing sectionalism by increasing tensions and disagreements between the North and the South because it limited the ability of southern states to bring in new enslaved people to work on their plantations.


“Legislation and Compromise,” pages 25–27

Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs on pages 25–26 aloud.

SUPPORT—Explain that a compromise is when each side in a disagreement gives up some of what they want to reach an agreement.

Have students read the remainder of the section on pages 26–27 independently.

 **SUPPORT**—Direct students to the map of the Missouri Compromise on page 27. Ask: If new states were admitted to the Union north of Missouri’s southern border after 1820, would they be free states or slave states? How do you know? (*Newly admitted states north of Missouri’s southern border would be free states after 1820. This is because the Missouri Compromise did not allow any new slave states north of Missouri’s southern border.*) (7.12.a)

SUPPORT—Emphasize that the Missouri Compromise was significant in that it temporarily eased sectional tensions. However, it also had significant implications, as it reflected the ongoing struggle over the expansion of slavery. This compromise was a temporary solution that, in the long run, contributed to the deepening divisions between the North and the South, ultimately leading to the Civil War.

After students read the text, ask the following questions:

LITERAL—What was the Northwest Ordinance of 1787? (7.11.f)

- » The Northwest Ordinance of 1787 was a set of rules for the Northwest Territory, explaining how the territory could become states. The ordinance also prohibited slavery in the territory.

EVALUATIVE—How did the Missouri Compromise attempt to resolve the issue of slavery expansion in the newly acquired territories? (7.12.a)

- » The Missouri Compromise tried to settle an argument about slavery in land the United States had acquired in the Louisiana Purchase. Some wanted slavery and others didn’t, so Congress made a deal. Maine became a free state, and Missouri became a slave state. Congress also drew a line across the rest of the new land and said slavery would be allowed south of the line but not north of it. This was their way of trying to make everyone happy, even though it was a temporary solution.

EVALUATIVE—Why was the Missouri Compromise considered a compromise? (7.12.a)

- » The Missouri Compromise sought to please both slave and free states by maintaining the balance between slave and free states admitted to the Union. It temporarily maintained a balance, but neither side was completely satisfied.

“A Divided Country,” pages 27–29

Scaffold understanding as follows:

Read the section on pages 27–29 aloud.

SUPPORT—Remind students that they read about the Mexican-American War in Unit 3. Invite volunteers to share what they recall about the war.

CORE VOCABULARY—Point out the vocabulary term *secede*, and explain its meaning.

 **SUPPORT**—Direct students to the map of the Compromise of 1850 on page 28. Which territories were affected? (*Utah and New Mexico*) (7.4, 7.5, 7.12.a)

After reading the text, ask the following questions:

LITERAL—What was John C. Calhoun’s argument about the issue of allowing slavery in new states and territories? (7.12, 7.12.c)

- » Calhoun argued that the question of whether or not slavery should be allowed in new states had already been settled by the Missouri Compromise.

EVALUATIVE—Why did the issue of slavery become a concern after the Mexican-American War, particularly when California sought admission as a state? (7.12.a)

- » After the Mexican-American War, the United States acquired new land from Mexico, including California. California wanted to become a state, but the big question was whether it would allow slavery. This was a concern because it could change the balance of slave states and free states in the country.

LITERAL—Under the Compromise of 1850, how would the issue of slavery be decided in the territories of New Mexico and Utah? (7.12, 7.12.a)

- » The federal government did not place any restrictions on slavery under the compromise. Instead, the people of each territory would need to decide the issue for themselves.

EVALUATIVE—How did the concept of “free soilers” eventually lead to the formation of the Republican Party? (7.12.b)


- » The “free soilers” were people who didn’t want slavery in the new territories. Over time, these free soilers came together and formed a new political party called the Republican Party. This party believed in stopping the spread of slavery into new lands.

“Legislation Deepens the Divide,” pages 29–30

Scaffold understanding as follows:

Invite volunteers read the section on pages 29–30 aloud.

SUPPORT—Remind students that the Fugitive Slave Act of 1850 was part of the Compromise of 1850.

 **SUPPORT**—Display the map of the 1850 Fugitive Slave Act. Explain that the map illustrates enforcement of the law. The red circles indicate the number of abolitionists charged with violating the law. The black circles indicate the number of fugitives who were arrested. Bigger circles indicate more people. Where were the most abolitionists charged? (*in the cities of Chicago and Cleveland*) What do you notice about where most of the fugitives were arrested? (*They were near the border between slave and free states.*) (7.4, 7.5, 7.12, 7.12.a)

SUPPORT—The Nullification Crisis of 1832–33 was a conflict between Southern states, led by South Carolina, and the federal government over two main issues: tariffs and states’ rights. Tariffs, or taxes on imported goods, disproportionately burdened the South and heightened economic tensions. The crisis also revolved around the idea of states’ rights, with South Carolina arguing that states could nullify federal laws they considered unconstitutional. President Andrew Jackson, a strong supporter of federal authority, used the threat of military force to uphold federal laws, eventually leading to a compromise that reduced tariffs and temporarily resolved the crisis. While it avoided immediate conflict, the Nullification Crisis exposed deep divisions between the North and the South, foreshadowing more significant conflicts that would culminate in the Civil War.

SUPPORT—Create a timeline on the board or chart paper, and list the Missouri Compromise, Nullification Crisis, and Compromise of 1850 in the order they happened.

1. Missouri Compromise (1820)
2. Nullification Crisis (1832–33)
3. Compromise of 1850 (1850)

Explain that these events illustrate growing tensions between the North and the South: the Missouri Compromise revealed early disagreements over slavery’s expansion, the Nullification Crisis challenged federal authority, and the Compromise of 1850, especially the Fugitive Slave Law, intensified Northern resistance to slavery.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Nullification Crisis increase sectional tensions? (7.12, 7.12.a)

- » The Nullification Crisis centered on two issues: taxes on imported products, called tariffs, and the federal government’s power. Opposing ideas between people in the North and South increased tensions between the two regions.

EVALUATIVE—Why did some Northerners resist the Fugitive Slave Acts? (7.12, 7.12.a)

- » Many people in the North didn’t like the Fugitive Slave Acts because they thought everyone should be free, even those who ran away from slavery. They believed in fairness and thought that sending escaped enslaved people back to their enslavers was not fair or just. Their resistance showed they believed strongly in freedom and justice for all.

“The Formation of the Republican Party,” page 30

Scaffold understanding as follows:

Have students read the section on page 30 independently.

CORE VOCABULARY—Point out the vocabulary term *containment*, and explain its meaning.



SUPPORT—While the Republican Party initially adopted a strong antislavery stance with the goal of preventing the spread of slavery into new territories, its platform evolved over time. After the Civil War and the abolition of slavery with the Thirteenth Amendment, the Republican Party underwent several shifts. While it continued to be a major political force, its focus expanded to include issues beyond slavery. In the post–Civil War era, the Republican Party advocated for policies related to Reconstruction, civil rights, and the

integration of formerly enslaved individuals into society. However, over time, the party's priorities changed, and it began to emphasize economic and business interests. This shift led to a period of conservatism in the late nineteenth and twentieth centuries.

After students read the text, ask the following questions:

LITERAL—Why did the Republican Party form? (7.12.b)

- » The Republican Party formed because many people in the North were worried about slavery spreading to new territories.

EVALUATIVE—Why might the Republican Party's beliefs and goals have appealed to many people in the North? (7.12.b)

- » The Republican Party appealed to many in the North because they were against the spread of slavery, which many northerners saw as both morally wrong and a threat to their economy and power. The party wanted to stop slavery from moving into new places and believed the government should have the power to do this. Plus, the Republicans supported businesses and factories, which was good for the North's economy.

"Crisis Point," pages 31–34

Scaffold understanding as follows:

Have students read the section on pages 31–34 with a partner.



SUPPORT—Direct students to the map of the Kansas-Nebraska Act on page 31.

Ask students which territories were free territories under the Kansas-Nebraska Act of 1854. (*Washington, Oregon, and Minnesota*) (7.4, 7.12.a)

SUPPORT—Explain that Chief Justice Roger Taney's ruling extended beyond just Dred Scott. Taney declared not only that Dred Scott was not considered a U.S. citizen but also that no African Americans, whether free or enslaved, could be considered citizens. Furthermore, the *Dred Scott* decision had a significant impact on the nation's political landscape by declaring the Missouri Compromise unconstitutional. Taney argued that Congress did not have the authority to prohibit slavery in any territories, effectively opening up the possibility for slavery to expand into new territories. This decision further heightened sectional tensions and was a pivotal moment in the lead-up to the Civil War.

CORE VOCABULARY—Point out the vocabulary term *incumbent*, and explain its meaning.

SUPPORT—While Abraham Lincoln opposed the expansion of slavery, especially into new territories, he did not initially advocate for full equality for African Americans. He believed that slavery was morally wrong, but he did not hold early abolitionist views. His main concern was preserving the Union and preventing it from splitting over the issue of slavery. His famous quote, "A house divided against itself cannot stand," reflects his fear of the nation being torn apart due to sectional tensions. Later in his career, as he took on a more prominent role in national politics, Lincoln's views on equality and freedom for African Americans evolved significantly.

CORE VOCABULARY—Point out the vocabulary term *arsenal*, and explain its meaning.

SUPPORT—Direct students to the timeline on page 34. Ask what they notice about the pattern of events. (*The events get closer together as time goes on.*) What might this pattern suggest? (*The pattern might suggest increasing tensions and conflict.*) (7.1, 7.2, 7.12)

After students read the text, ask the following questions:

LITERAL—What did the Kansas-Nebraska Act of 1854 allow settlers to determine? (7.12.a)

- » The Kansas-Nebraska Act of 1854 allowed the people who were moving to those places, not the government, to decide whether or not they wanted slavery in their area.

EVALUATIVE—What caused the conflict known as Bleeding Kansas? (7.7.c)

- » The conflict known as Bleeding Kansas was caused by people with different opinions on slavery rushing into the Kansas Territory after the passage of the Kansas-Nebraska Act of 1854.

LITERAL—What did the *Dred Scott* decision by the Supreme Court declare about the status of enslaved persons? (7.12.a)

- » The *Dred Scott* decision by the Supreme Court declared that enslaved persons, including Dred Scott, were not considered citizens of the United States and therefore did not have the right to use the American justice system to gain their freedom.

LITERAL—Who were the two main candidates in the heated debates for the Senate in 1858, and what were their positions on slavery? (7.7.b, 7.7.d, 7.12.c)

- » The two main candidates were Stephen A. Douglas and Abraham Lincoln. Stephen A. Douglas believed that people should choose whether they wanted slavery in their state (popular sovereignty), while Abraham Lincoln didn't want slavery to spread into new areas.

EVALUATIVE—What were the effects of John Brown's attack on the federal arsenal at Harpers Ferry in 1859? (7.12.d)

- » It generated fear and tension between people in the North and the South because those who supported slavery saw him as a criminal, while those who opposed it saw him as a hero.

Primary Source Feature: "Excerpt from *Twelve Years a Slave* by Solomon Northup," page 35

Scaffold understanding as follows:



Background for Teachers: Solomon Northup was a freeborn African American man from New York who was kidnapped in 1841. He was subsequently sold into slavery and spent twelve harrowing years in captivity in the South. During this time, he endured harsh conditions and witnessed the brutalities of the American slave system. Northup's memoir, *Twelve Years a Slave*, published in 1853, provides a detailed account of his experiences, shedding light on the inhumanities of slavery. After regaining his freedom, Northup became an advocate for abolition, sharing his story through lectures and bolstering the abolitionist cause. His narrative remains a pivotal piece in American literature, offering insights into the daily lives of enslaved individuals in the nineteenth century.

Direct students to the Primary Source Feature on page 35.

Introduce the source by reminding students what they read about the lives of enslaved people. Explain that Solomon Northup was a free African American man who was kidnapped and sold into slavery in the South. After he regained his freedom, he wrote about his experiences in a book titled *Twelve Years a Slave*. This excerpt comes from that book.

Invite volunteers to read the source aloud.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—What was the role of the overseer? (7.6, 7.6.a, 7.11.d)

- » The role of the overseer was to make sure enslaved workers produced large crops at any cost.

EVALUATIVE—How was violence a constant threat on the plantation? (7.6, 7.6.a, 7.11.d)


- » Violence was a constant threat because the overseer and drivers often used or threatened violence to keep enslaved people in line. The overseer carried pistols, knives, and whips. The drivers carried whips. The overseer also used dogs to threaten and attack enslaved workers.

EVALUATIVE—Which details in the excerpt support the idea that slavery was harsh, brutal, or inhumane? (7.6, 7.6.a, 7.7, 7.7.a, 7.11.d)

- » Students might cite details such as the use of weapons and dogs to control enslaved workers or enslaved workers being forced to work until they cannot perspire and they collapse, then being revived to work some more.

Primary Source Feature: “Excerpt from Abraham Lincoln’s Speech to the Illinois Republican Convention (1858),” page 36

Scaffold understanding as follows:

-  **Background for Teachers:** Lincoln’s speech at the 1858 Illinois Republican Convention offers valuable insight into the historical context of the time and his stance on the issue of slavery. He begins by acknowledging that efforts to resolve the issue of slavery have failed to quell the agitation and tensions surrounding it. He uses the metaphor of “a house divided against itself” to emphasize his belief that the United States cannot continue on its current trajectory. He predicts that the country will ultimately become either entirely slaveholding or entirely free. This source is significant because it captures Lincoln’s evolving perspective on slavery and his growing recognition of the need for a resolution. It foreshadows his future actions as president, where he would play a critical role in the abolition of slavery through the Emancipation Proclamation and his leadership during the Civil War.

Direct students to the Primary Source Feature on page 36.

Introduce the source by reviewing what students read about Abraham Lincoln.

Read the italicized introductory text aloud.

Invite a volunteer to read the excerpt aloud.

Activity Page



AP 1.2

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

avowed, adj. declared openly and without shame

augmented, v. became greater in size, number, or significance

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is Abraham Lincoln’s main concern in this excerpt? (7.6, 7.6.a, 7.6.b, 7.12.c)


- » Abraham Lincoln is worried that the United States can’t stay united if some states allow slavery and others don’t.

EVALUATIVE—What does Lincoln mean when he says, “A house divided against itself cannot stand”? (7.6, 7.6.a, 7.6.b, 7.12.c)

- » Lincoln’s saying, “A house divided against itself cannot stand,” means he believes that having slavery in some places and not in others will make the country unstable and lead to problems.

EVALUATIVE—According to the excerpt, how does Lincoln think these sectional tensions will resolve themselves? (7.6, 7.6.a, 7.6.b, 7.12.c)

- » Lincoln thinks the tensions will resolve themselves by the country becoming all one thing or all the other—slavery will exist in either all parts of the country or none at all.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did arguments regarding slavery contribute to the growth of sectionalism and rising tensions?”
 - » Key points students should cite include: the Missouri Compromise and its impact on the balance between slave and free states; the Nullification Crisis and debates over states’ rights; the Fugitive Slave

Acts and resistance from some northern states and abolitionists; the Compromise of 1850, which sought to satisfy both the North and the South; the emergence of the Republican Party as a result of antislavery sentiment; the Kansas-Nebraska Act and the violent conflicts in Bleeding Kansas; the *Dred Scott* decision and its consequences; the Lincoln-Douglas debates and Abraham Lincoln's perspective on slavery and the nation's divisions; John Brown's raid and how people in the North and the South perceived it.

- Choose two of the Core Vocabulary terms (*sectionalism, secede, containment, incumbent, or arsenal*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

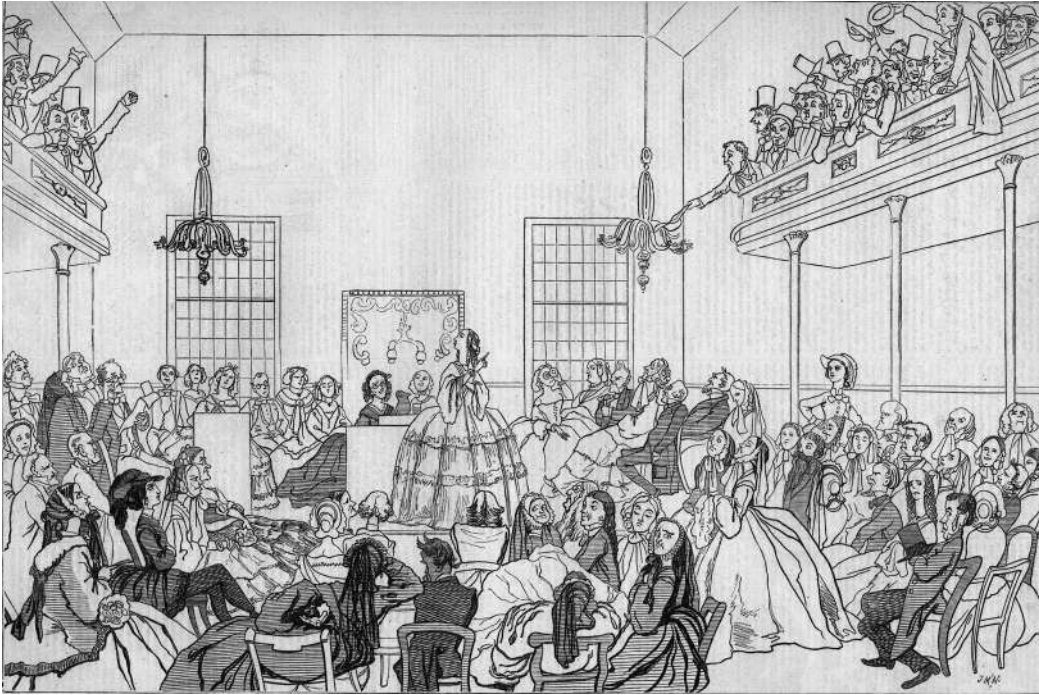
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Assessment: Chapter 1—Reform Movements

A. On your own paper, write the letter(s) that provides the best answer.

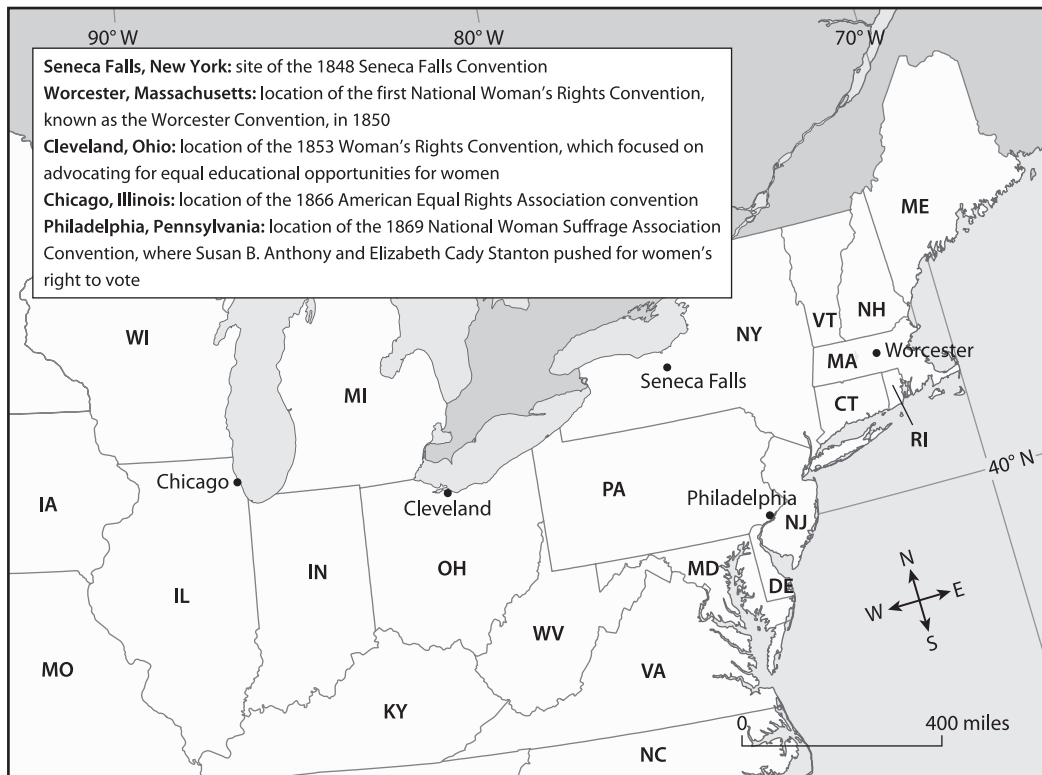
1. Use the image to answer the question.



What does this image show about the Seneca Falls Convention? **(7.11.a)**

- a)** It was a violent gathering.
- b)** It was supported by all Americans.
- c)** It was a significant event in women's history.
- d)** It was an event that was mocked and viewed negatively.

2. Use the map to answer the question.



Which of the following locations hosted the first National Woman's Rights Convention? (7.4, 7.5, 7.11.a)

- a) Cleveland, Ohio
 - b) Chicago, Illinois
 - c) Seneca Falls, New York
 - d) Worcester, Massachusetts
3. How did the World Anti-Slavery Convention lead to a fight for women's rights? Select the **two** correct answers. (7.11.a, 7.11.c)
- a) The convention declared that women also experienced a form of enslavement.
 - b) Reformers were outraged by the treatment of women at the convention.
 - c) Women were denied equal access to the convention despite being active abolitionists.
 - d) The convention expelled women from the abolitionist movement.
 - e) Representatives insisted on admitting women as leaders of the abolitionist movement.
4. Use the quote from the Declaration of Sentiments to answer the question.
"We hold these truths to be self-evident: that all men and women are created equal."
Which belief does this quote emphasize? (7.6.a, 7.11.a)
- a) Men do not want women to be equal.
 - b) Men and women should have equal rights.
 - c) Women should have more rights than men.
 - d) Women should be treated differently from men.

5. Use the image to answer the question.



What was the primary focus of this newspaper? (7.11.c)

- a) advocating for the abolition of slavery
- b) supporting political campaigns
- c) reporting on general news
- d) promoting women's rights

6. Use the image to answer the question.



What is Sojourner Truth known for? (7.11.c)

- a) her escape on the Underground Railroad
- b) her work in the field of education reform
- c) her role in the prison reform movement
- d) her advocacy for women's rights and abolition

7. Use the excerpt to answer the question.

I am constrained to say, both from experience and observation, that their education is miserably deficient; that they are taught to regard marriage as the one thing needful, the only avenue to distinction; hence to attract the notice and win the attentions of men, by their external charms, is the chief business of fashionable girls.

—Sarah Grimké, *Letters on the Equality of the Sexes and the Condition of Woman*

According to the excerpt, what does Sarah Grimké say women are taught to do attract the attention of men? (7.11.a)

- a) focus on their appearance
- b) get a strong education
- c) enter into a marriage
- d) start a business

8. Use the excerpt to answer the question.

I, on the other hand, deny that the constitution guarantees the right to hold property in man, and believe that the way to abolish slavery in America is to vote such men into power as will use their powers for the abolition of slavery. This is the issue plainly stated, and you shall judge between us.

—Frederick Douglass, “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?”

According to the excerpt, what is Frederick Douglass’s belief regarding the U.S. Constitution and slavery? (7.11.c, 7.11.d)

- a) The Constitution does not say people can be held as property.
- b) The Constitution supports the right to enslave people.
- c) The Constitution is neutral on the issue of slavery.
- d) The Constitution fully abolishes slavery.

9. Which problem did Horace Mann seek to address through his work as a reformer? (7.2, 7.3, 7.11.b)

- a) Slavery was an institution in the South.
- b) Women did not have equal rights with men and were not allowed to vote.
- c) Public schools were not commonplace, and the ones that existed were not very good.
- d) Effective treatments for mental illness were nonexistent in the era, and many people who were unwell were housed in prisons rather than hospitals or asylums.

10. Why was Dorothea Dix inspired to fight for mental health reform? (7.11.b)

- a) She experienced mental health struggles of her own.
- b) She believed alcohol was the cause of many social problems and mental illnesses.
- c) She discovered that poor children were more likely to end up in asylums than wealthy children.
- d) She witnessed the dire conditions of prisoners who had not committed crimes but were mentally ill.

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

What did the reform movements of the early 1800s have in common? Use evidence from the chapter to support your claim. (7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.11)

Assessment: Chapter 2—Growing Sectionalism and the Experiences of Enslaved People

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



What type of event does this image depict? (7.12.d)

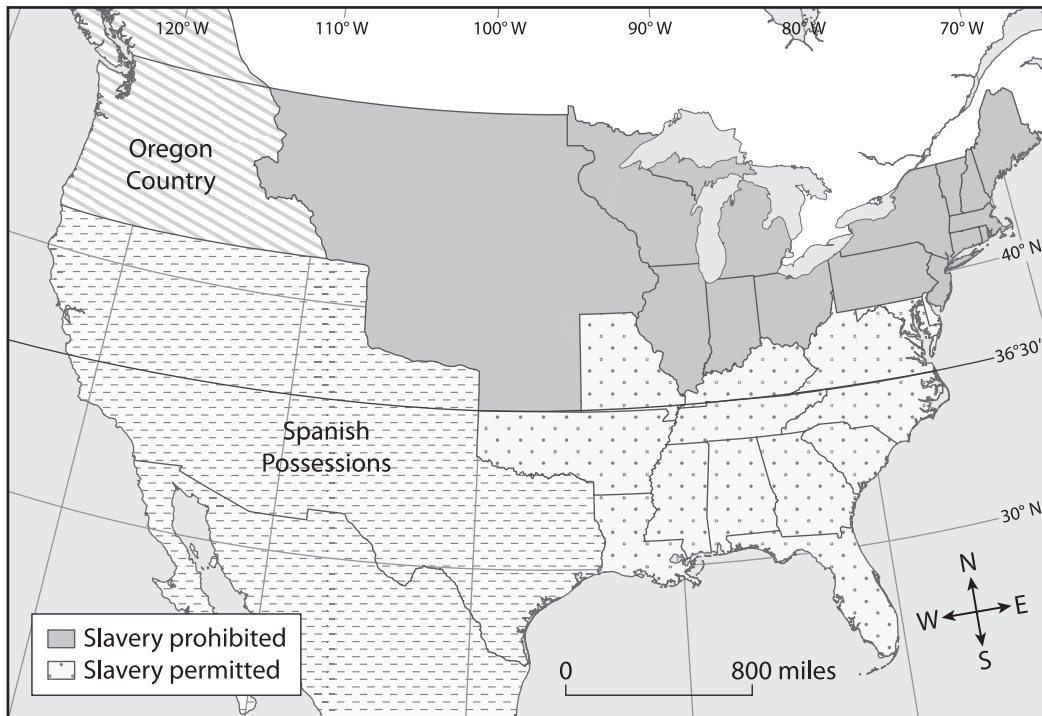
- a) an escape on the Underground Railroad
 - b) the daily lives of enslaved people
 - c) a rebellion of enslaved people
 - d) a religious gathering
2. Use this excerpt from a slave spiritual to answer the question.

Nobody knows the trouble I've been through
Nobody knows my sorrow
Nobody knows the trouble I've seen
Glory hallelujah!

What is the primary theme of this spiritual? (7.6, 7.6.a)

- a) celebration
- b) resistance
- c) hardship and struggle
- d) escape on the Underground Railroad

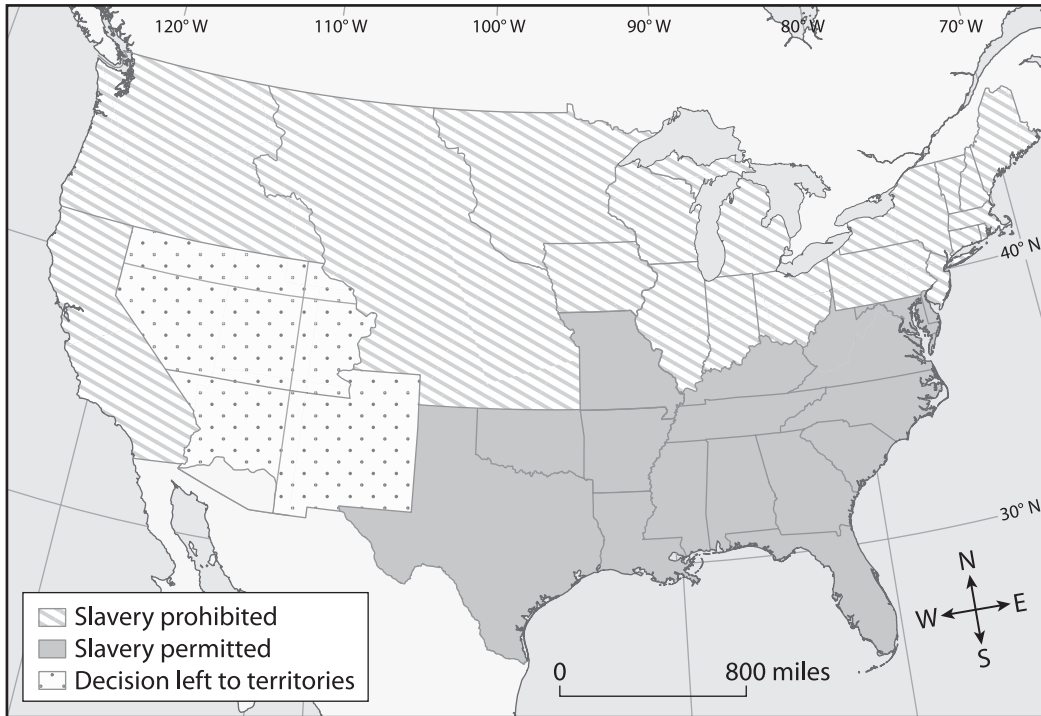
3. Use the map to answer the question.



What was the primary purpose of the Missouri Compromise? (7.4, 7.5, 7.12, 7.12.a)

- a) to allow the spread of slavery into western territories
- b) to balance the numbers of slave and free states
- c) to declare all new states as free states
- d) to end slavery in all states

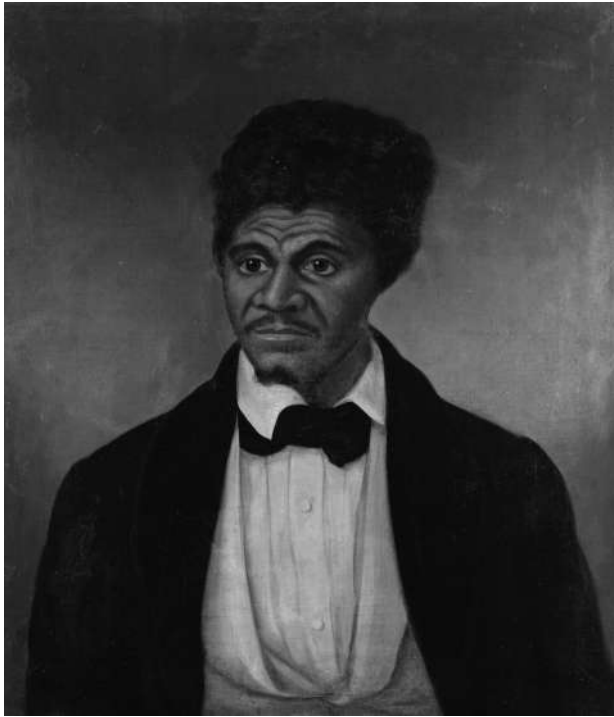
4. Use the map to answer the question.



What was a significant outcome of the Compromise of 1850? (7.4, 7.5, 7.12, 7.12.a)

- a) It allowed for the potential spread of slavery into some western territories.
- b) It completely abolished slavery in all western territories.
- c) It established the Underground Railroad.
- d) It sparked the Civil War.

5. Use the image to answer the question.



What was significant about the ruling of the *Dred Scott* decision in 1857? (7.12, 7.12.a)

- a) Enslaved people were officially granted freedom.
 - b) Enslaved people were stripped of all remaining rights.
 - c) Enslaved people were considered citizens with full rights.
 - d) Enslaved people were not considered citizens with constitutional rights.
6. Which changes were direct results of the Compromise of 1850? Select the **two** correct answers. (7.12, 7.12.a)
- a) The Fugitive Slave Law was repealed.
 - b) The slave trade was banned in Washington, D.C.
 - c) California was admitted to the Union as a free state.
 - d) The federal government banned slavery in all new territories.
 - e) The people of each territory would decide the issue of slavery for themselves.
7. How did enslaved people resist slavery? Select the **two** correct answers. (7.12.d)
- a) organized rebellions
 - b) speaking in code language
 - c) silent protests and hunger strikes
 - d) written petitions to the government
 - e) breaking tools and working slowly

8. Use the excerpt to answer the question.

When the slave ceases to perspire, as he often does when taxed beyond his strength, he falls to the ground and becomes entirely helpless. It is then the duty of the driver to drag him into the shade of the standing cotton or cane, or of a neighboring tree, where he dashes buckets of water upon him, and uses other means of bringing out perspiration again, when he is ordered to his place, and compelled to continue his labor.

—Solomon Northup, *Twelve Years a Slave*

What does this excerpt suggest about the lives of enslaved people? (7.11.c, 7.12)

- a) They were well cared for by the drivers.
 - b) They were often pushed beyond their limits.
 - c) They were given quality medical care when needed.
 - d) They were allowed rest breaks to regain their strength.
9. Use the excerpt to answer the question.

We are now far into the fifth year since a policy was initiated with the avowed object and confident promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new, North as well as South.

—Abraham Lincoln, speech to the Illinois Republican Convention, 1858

What did Lincoln believe about the future of the United States in relation to slavery? (7.12.c)

- a) The government would enforce stricter laws on free states.
 - b) The government would dissolve due to the issue of slavery.
 - c) The nation would become either entirely free or entirely slaveholding.
 - d) The nation would remain divided between free states and slave states.
10. What was the outcome of John Brown's raid at Harpers Ferry in 1859? (7.12.d)
- a) the successful capture and permanent control of the arsenal by John Brown's group
 - b) the peaceful negotiation and resolution of the conflict without any casualties
 - c) a large-scale slave revolt that spread throughout the South
 - d) the capture and execution of John Brown and associates

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Identify a piece of legislation or court decision between 1800 and 1861, and explain how it contributed to sectional tensions. (7.12.a)

Performance Task: A New Spirit of Change

Teacher Directions: The first half of the nineteenth century included the birth of a variety of reform movements in the United States that had varying levels of success.

Activity Page



AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

Reformers had a significant impact on the problems in American society before 1860. (7.1, 7.2, 7.3, 7.7, 7.7.a, 7.7.b, 7.7.c, 7.8.g, 7.11, 7.11.a, 7.11.b, 7.11.c, 7.11.e.)

Support or refute this claim with evidence from the unit.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Reformers did not have a significant impact on the problems in American society before 1860.
Reason:	Lasting change—such as the end of slavery, temperance, and women’s suffrage—did not happen until after 1860.
Evidence:	Despite a global antislavery movement and active U.S. abolition movement, slavery continued to exist in the United States in 1860. Similarly, the fight for women’s rights did not lead to suffrage or other protections for women before 1860. Temperance reformers also failed to stop or reduce the consumption of alcohol.
Counterclaim and Answer:	While abolition and women’s suffrage took longer to accomplish, reformers did achieve lasting change in public education and mental health reform. Horace Mann and Dorothea Dix did achieve long-lasting change, but their results were limited compared to the vast issues of slavery and women’s rights. In fact, the debate over slavery only worsened over time.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of reform movements or issues surrounding slavery; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• The nineteenth century was an era of reform in the United States. Reformers sought to address many different issues, such as women’s rights, prisons and mental health, and public education, by raising awareness and pushing for changes.• One important reform movement from the time period was the abolitionist movement, which sought to free people from slavery. Abolitionist reformers worked to raise awareness through newspapers and publications, organize groups such as the American Anti-Slavery Society, and free enslaved people via the Underground Railroad. Rather than ending slavery in the United States, their efforts intensified the debate and tensions over slavery.• The Seneca Falls Convention was the first of many women’s rights conventions, but despite the efforts of reformers such as Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, and others, women did not win suffrage or other civil rights until long after 1860.• Horace Mann sought to address the effects of income inequality through public education. Under his leadership, Massachusetts improved its education system by establishing teacher-training schools, increasing school funding, organizing schools into grades, and making school attendance mandatory. Other states followed Massachusetts’s example.• Dorothea Dix fought to improve prison and mental health facilities after seeing how mentally ill prisoners were treated. Because of her efforts, mental asylums were established, mentally ill people were kept separate from criminals, and more than one hundred new mental health hospitals were built in the United States.• Temperance reformers believed alcohol caused many social problems. They sought to reduce or eliminate the consumption of alcohol. While they did not succeed at the national level until much later, they did manage to get state laws passed that prohibited the sale of alcohol.
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2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of reform movements or issues surrounding slavery, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates focus, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of reform movements or issues surrounding slavery, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of reform movements or issues surrounding slavery. The presentation may exhibit major issues with organization and/or focus.

Activity Page 1.1

Use with Chapter 1

Letter to Family

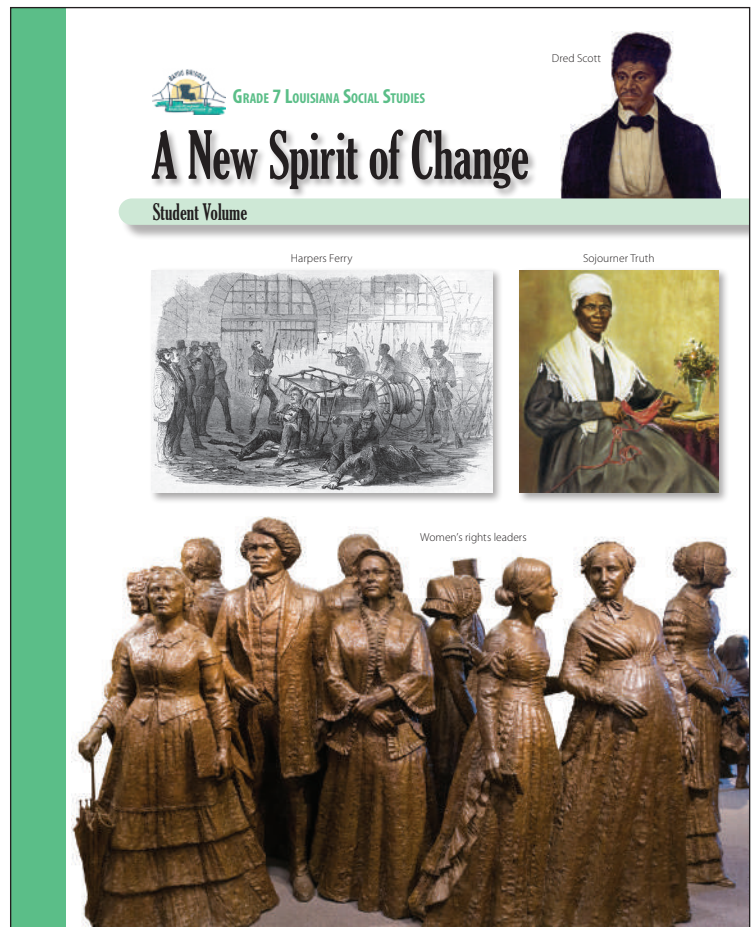
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the history of the United States leading up to the Civil War. They will learn about nineteenth-century reform movements for women's suffrage, abolition, public health, and public education, as well as the growing tension between the North and South over the issue of slavery.

In this unit, students will explore key events and ideas that shaped the nation's development during this period of rapid change. They will read and analyze primary sources, examine maps and charts, and respond to questions that deepen their understanding of this period of United States history.

As part of their exploration, students will also learn about the lives of enslaved people and about slavery as a source of conflict between states. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

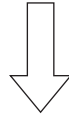
Use with Chapters 1–2

Primary Source Analysis

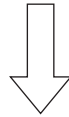
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Claims and Evidence

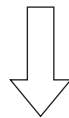
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 2.1

Use with Chapter 2

Two African American Spirituals

The Wayfaring Stranger

I'm just a poor wayfaring stranger
 A-travelin' through this land of woe.
 But there's no sickness,
 Toil, nor danger
 In that bright world to which I go.

I'm goin' there to see my mother.
 I'm goin' there no more to roam.
 I'm just a-goin' over Jordan,
 I'm just a-goin' over home.

Sometimes I Feel Like a Motherless Child

Sometimes I feel like a motherless child,
 Sometimes I feel like a motherless child,
 Sometimes I feel like a motherless child,
 A long ways from home,
 A long ways from home,
 True believer,
 A long ways from home,
 A long ways from home.

Sometimes I feel like I'm almos' gone,
 Sometimes I feel like I'm almos' gone,
 Sometimes I feel like I'm almos' gone,
 Way up in the heav'nly land,
 Way up in the heav'nly land,
 True believer,
 Way up in the heav'nly land,
 Way up in the heav'nly land.

Sometimes I feel like a motherless child,
 Sometimes I feel like a motherless child,
 Sometimes I feel like a motherless child,
 A long ways from home,
 There's praying everywhere.

Activity Page 2.1 (continued)

Use with Chapter 2

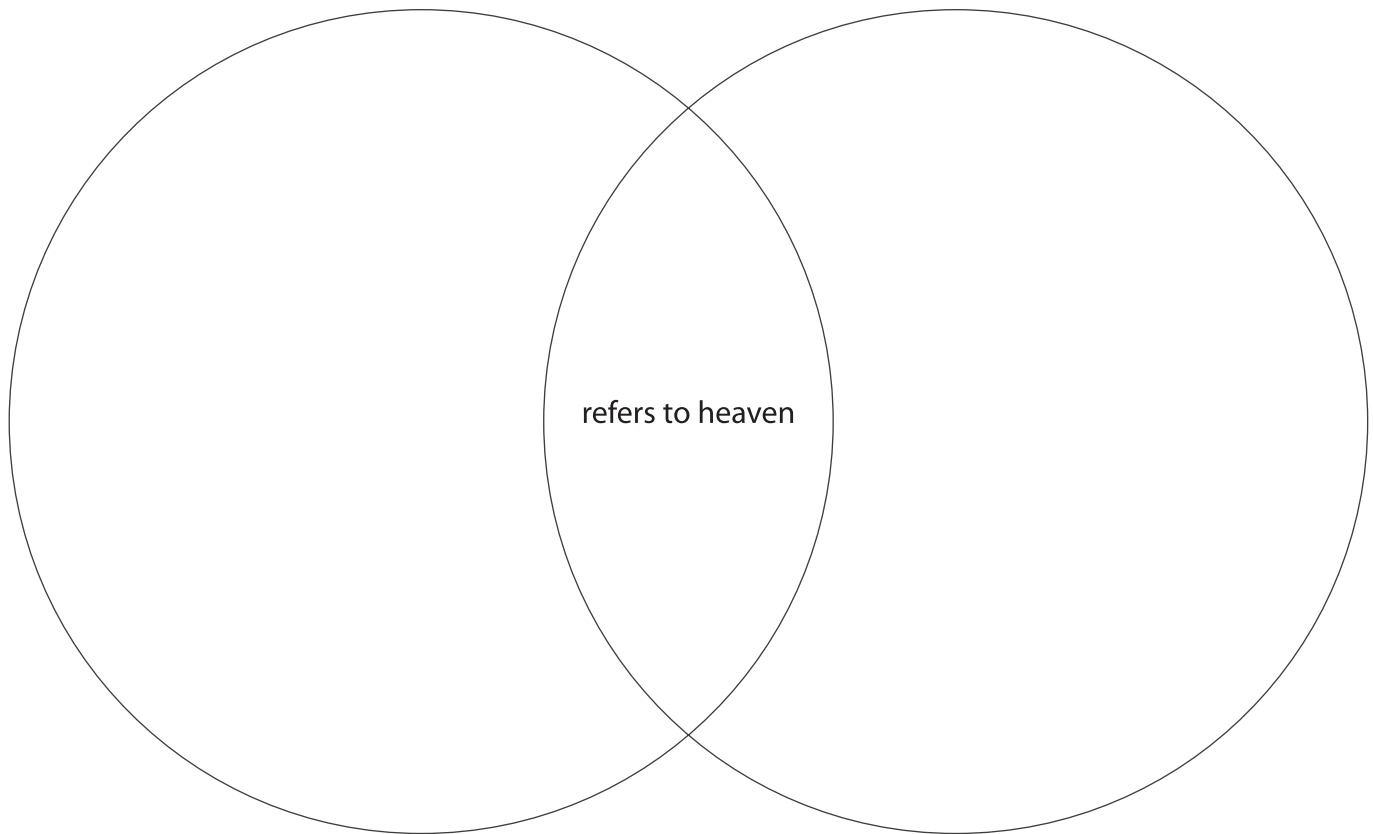
Two African American Spirituals

Read the lyrics of both spirituals. As in other spirituals that enslaved African American people sang, the reference to the Jordan River in "The Wayfaring Stranger" could refer to the way to heaven. Similarly, "Sometimes I Feel Like a Motherless Child" refers to heaven. Use the Venn diagram below to examine more similarities and differences, comparing attributes such as language, tone, poetic elements or techniques, and the feelings being expressed.

The Wayfaring Stranger

Both

**Sometimes I Feel Like
a Motherless Child**

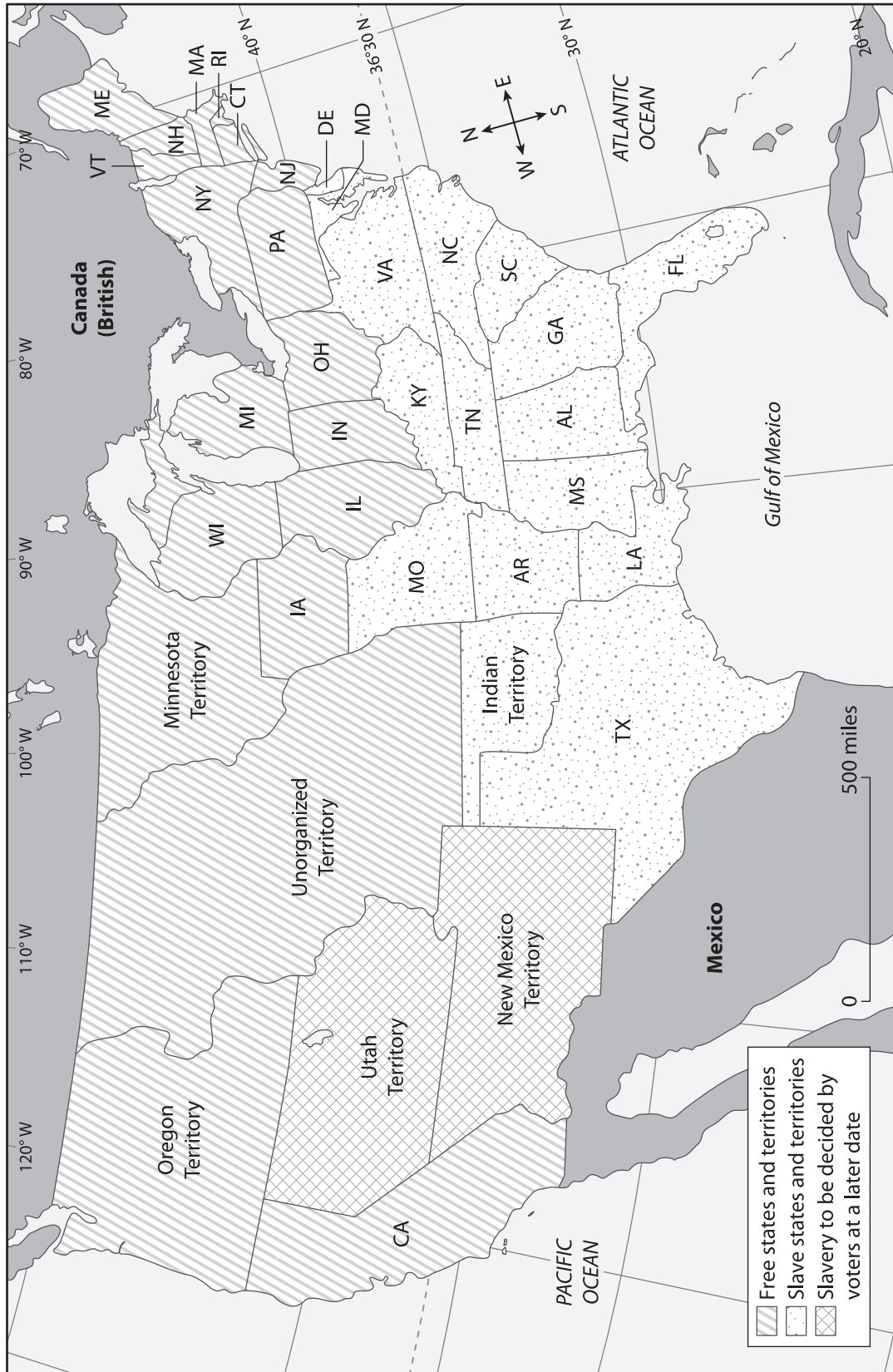


Activity Page 2.2

Use with Chapter 2

The Compromise of 1850

Examine the map, and then answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

The Compromise of 1850

- 1. List one free state, one slave state, and one territory where slavery was to be decided by voters at a later date.

- 2. What can you observe from the map about the locations of free states, slave states, and territories where slavery was yet to be decided?

- 3. Compare the number of free states to the number of slave states shown on the map. What patterns or trends do you see?

- 4. Consider the numbers of free and slave states. How might the representation of each type of state in Congress have influenced debates and decisions related to slavery?

- 5. Why might territories where slavery was to be decided later have been a source of tension between free and slave states? How could the outcome of these decisions affect the balance of power in the country?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Using your own paper, write the letter that matches the definition of each term.

- | | |
|-----------------|--|
| 1. convention | a) a place where weapons and other military equipment are stored |
| 2. abolitionist | b) a person who worked to end slavery during the 1700s and 1800s |
| 3. suffrage | c) the act of keeping something under control or within limits |
| 4. asylum | d) to formally withdraw membership |
| 5. sectionalism | e) a formal gathering of people for a purpose |
| 6. secede | f) devotion to the interests of a region over those of a country |
| 7. containment | g) moderation in or refraining from the consumption of alcoholic beverages |
| 8. incumbent | h) holding a position or political office |
| 9. arsenal | i) a hospital for people with mental illness |
| 10. temperance | j) the right to vote |

- 7.1** Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.
- 7.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.
- 7.3** Compare and contrast events and developments in U.S. history from 1791 to 1877.
- 7.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
- 7.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 7.6** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Evaluate claims, counterclaims, and evidence.
 - c)** Compare and contrast multiple sources and accounts.
 - d)** Explain how the availability of sources affects historical interpretations.
- 7.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Analyze causes and effects.
 - d)** Evaluate counterclaims.
- 7.8** Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.
 - a)** Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.
 - b)** Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.
 - c)** Analyze key events of the presidency of John Adams including the Alien and Sedition Act and the XYZ affair.
 - d)** Explain the significance of the election of 1800.
 - e)** Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.
 - f)** Describe the role of the Electoral College in presidential elections, including how it aims to ensure representation of less populated states.
 - g)** Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.

- h) Analyze the major events of Thomas Jefferson's presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

7.9 Analyze the causes, course of, and consequences of the War of 1812.

- a) Explain the events leading to the War of 1812, including Britain's war with Napoleonic France, impressment, and blockades, and analyze the political and economic effects on the United States.
- b) Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (1814), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).
- c) Analyze the interests and motivations of Native American groups aligned with the United States and with Britain during the War of 1812, including Chief Tecumseh.
- d) Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.
- e) Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

- a) Describe the Era of Good Feelings (1815–1825), including Henry Clay's American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development of transportation networks.
- b) Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.
- c) Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).
- d) Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.
- e) Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.
- f) Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).
- g) Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.
- h) Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor's role in the war and subsequent election to the presidency.
- i) Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.
- j) Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.
- k) Explain how steamboats influenced Louisiana's economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l) Compare and contrast the economies of the North and the South during the early to mid-1800s.

- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

7.11 Analyze role and importance of social and political reform movements of the nineteenth century.

- a) Analyze the key people, ideas, and events of the women’s rights movement and woman’s suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women’s Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.
- b) Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.
- c) Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.
- d) Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass’ speech “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” and Harriet Beecher Stowe’s *Uncle Tom’s Cabin*.
- e) Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.
- f) Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

- a) Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, *North Carolina v. Mann* (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).
- b) Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.
- c) Compare and contrast various arguments on the issue of slavery and state’s rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.
- d) Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner’s Rebellion, and John Brown’s Raid on Harpers Ferry and subsequent trial.
- e) Analyze Lincoln’s First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.

7.13 Analyze the causes, course, and consequences of the Civil War.

- a) Explain why the Confederate states seceded from the Union.
- b) Explain Louisiana’s decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).
- c) Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln’s call for 75,000 volunteers.
- d) Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman’s March to the Sea, and the surrender at Appomattox Court House.
- e) Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.
- f) Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.
- g) Analyze the purpose, significance, and consequences of the Emancipation Proclamation.

- h)** Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.
- i)** Analyze Lincoln’s Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.
- j)** Describe the significance of Lincoln’s assassination, and how it affected the nation.

7.14 Analyze the major events, key people, and effects of Reconstruction.

- a)** Compare and contrast plans for Reconstruction, including Lincoln’s Ten Percent Plan, President Johnson’s Plan, and the Radical Republican Plan for Reconstruction.
- b)** Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.
- c)** Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen’s Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.
- d)** Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
- e)** Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
- f)** Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
- g)** Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
- h)** Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.
- i)** Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.

Answer Key: A New Spirit of Change

Student Volume Questions

Chapter 1

p. 4 Think Twice Social and political reform movements are instrumental in creating a more just and equitable society by raising awareness about inequality and injustice, challenging existing power structures, and advocating for the rights of marginalized groups. Through a range of actions such as protests, advocacy, and legal initiatives, these movements push for reforms, fight against discriminatory practices, and strive for equal rights and opportunities for all. They also emphasize inclusivity and representation, seeking to reshape institutions and narratives to better reflect the diverse needs and experiences of individuals.

p. 5 Think Twice Societal norms dictated that women should remain in the home while reserving public speaking and active participation in social movements for men. Despite these obstacles, women like the Grimké sisters challenged these norms by speaking out against injustices and advocating for equality. Their courage and determination paved the way for a more inclusive society by challenging gender roles and inspiring other women to fight for their rights.

p. 11 Think Twice It was important for women to have a platform like the national women's rights conventions to voice their concerns and propose reforms because it allowed them to collectively amplify their voices, share their experiences, and support each other in advocating for change. By providing a space for discussion, these conventions helped strengthen the women's rights movement, fostered a sense of unity, and raised awareness about the injustices and inequalities women faced. These conventions also educated the American public through coverage in newspapers.

p. 15 Think Twice The authorities did not realize the women were simply suffering from mental illness. They believed the women had committed crimes when they hadn't. They were treating them like criminals rather than patients who were mentally ill.

Chapter 2

p. 25 Think Twice Subtler resistance to slavery could have been effective because it allowed enslaved individuals to undermine the system without drawing as much attention or retaliation from slaveholders.

p. 25 Think Twice Opinions may vary, but some may argue that the Act Prohibiting the Importation of Slaves was a significant step toward ending slavery, as it aimed to halt the international slave trade. However, more comprehensive measures were needed to address the institution of slavery within the United States itself.

p. 30 Think Twice People in the North might have struggled to follow the law if they were against slavery and believed that every individual had a right to freedom. They may have seen the Fugitive Slave Acts as a contradiction of the principles of equality and justice.

p. 33 Think Twice Lincoln might not have considered slavery evil at that point in his life. He might have seen slavery as necessary for the southern states' agricultural economy.

Chapter Assessments

Chapter 1

- A. 1. d 2. c 3. b, c 4. b 5. a 6. d 7. a 8. a 9. c 10. d**
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as advocacy for equality and justice, passionate activists and leaders, challenging existing systems, and responses to resistance and opposition. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. c 2. c 3. b 4. a 5. d 6. b, c 7. a, e 8. b 9. c 10. d**
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as the Missouri Compromise of 1820, the Compromise of 1850, the Kansas-Nebraska Act, or the *Dred Scott* court case and how each inflamed sectionalism. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: Excerpt from *Letters on the Equality of the Sexes and the Condition of Woman* by Sarah Grimké

Content: In this excerpt, Sarah Grimké discusses the role of women in society, how they are expected to behave, and what they believe their goal in life should be. Grimké says that women do not receive a strong education and are taught to believe marriage is the only thing that matters. She argues that women believe they need to be attractive to allure men and are taught to not focus on intellectual pursuits.

Creation: Sarah Grimké wrote this source in the 1800s.

Communication: The purpose of this source is to express Sarah Grimké’s views on the role of women and to argue that she does not believe that these expectations are beneficial to women.

Context: When this source was created, women did not have equal rights with men.

Connection: This source relates to the context of how women were treated in society in the 1800s. Grimké is pointing out the ways that women are expected to behave and what they are taught to believe matters most. She is arguing that prioritizing marriage and appearance over intellectual pursuits does not help women achieve equality. I know that at the time she wrote this, her ideas were considered shocking. Not only were these ideas themselves unpopular, but the fact that she outwardly expressed them was also shocking. Women were expected to be seen but not heard.

Consideration: The point of view in this source is the perspective of Sarah Grimké, who believed in equality of the sexes. She thinks that women should not regard marriage as the only thing that matters and that women should receive better education and not make their appearance, to be attractive to men, their chief focus. Grimké expresses bias when she says that the education of women is “miserably deficient” instead of using language that isn’t as strong. When she says that fashionable women are regarded as “pretty toys,” she is indicating that women are seen as something to be played with rather than people to be treated as equals.

Conclusion: This source, created by Sarah Grimké, contributes to my understanding of history by highlighting the perspective of one of the first advocates for women’s equality.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: Excerpt from “The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?” by Frederick Douglass

Content: In this excerpt, Frederick Douglass discusses two main questions:

- Does the United States Constitution allow any group of people to enslave or treat another group of people as property within the country?
- Is it necessary to break apart the union between the free states and slave states to be faithful to enslaved people or to one’s conscience? In other words, should people refuse to vote or hold office in the United States as a way to end slavery?

Creation: Frederick Douglass created this source in the 1800s.

Communication: The purpose of this source is to present Frederick Douglass’s perspective on the U.S. Constitution’s relationship with slavery and the best approach to ending slavery. His intended audience includes the general public and fellow abolitionists.

Context: When this source was created, there was tension between the North and the South regarding slavery in the United States.

Connection: This source relates to the context of sectionalism because it addresses the disagreement between the northern and southern states over the issue of slavery. Frederick Douglass is arguing about the U.S. Constitution and whether or not it supports slavery, which was a major point of tension between the North and the South. It also relates to what I’ve learned because I know that people like Frederick Douglass were trying to end slavery, and this source shows that he believed in using the Constitution to do that, while others didn’t agree and wanted to break away from the United States.

Consideration: The point of view in this source is mainly the perspective of Frederick Douglass, who was against slavery and believed that the U.S.

Constitution could be used to end it. He thinks that voting and holding office in the United States is a good way to abolish slavery. There's a bit of bias in the source because Douglass criticizes a group called the "Garrisonians" for not voting or holding office and accuses them of denouncing others who do. But he also wants people to express their opinions, so he's open to a debate about it. He calls proslavery laws "wicked" and talks about making "the devil wear his own garments," which refers to the people who make those laws. Such strong language infers that Douglass considers slavery and those who support it immoral and harmful.

Conclusion: This source, created by Frederick Douglass, contributes to my understanding of history by highlighting the debate among abolitionists regarding the U.S. Constitution's role in slavery and the strategies for abolition.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: Excerpt from *Twelve Years a Slave* by Solomon Northup

Content: This document is an excerpt from a book written by an African American man who was enslaved. Solomon Northup describes the ways that overseers and drivers brutally treated slaves in order to extract as much labor from them as possible.

Creation: The source was written by a former slave after he was returned to freedom.

Communication: The purpose of the source is to educate people on the horrific human rights violations that enslaved people were forced to endure. The intended audience is likely readers who were unaware of the brutality of slavery.

Context: At the time this source was written, the United States was deeply divided over the issue of slavery, and the abolitionist movement was gaining strength as more people were reading books such as *Uncle Tom's Cabin*.

Connection: This source relates to the context by explicitly explaining how terribly enslaved people were treated and the way it was systematically done. It's connected with what I know about the horror of slavery and how descriptions of its cruelty led to a growing abolitionist movement.

Consideration: The point of view expressed in this source is that enslaved people faced terrible treatment and that it was done systematically. Northup, having experienced this himself, writes that the overseers showed "utter heartlessness."

Conclusion: The source contributes to my understanding of history by highlighting the cruelty of slavery and how it was done.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 2

Source: Excerpt from Abraham Lincoln's Speech to the Illinois Republican Convention (1858)

Content: This document is an excerpt from a speech delivered by Abraham Lincoln at the 1858 Illinois Republican Convention. In the speech, Lincoln addresses the issue of slavery and the growing divide between states where it was allowed and states where it was not. He emphasizes the need to resolve this sectionalism.

Creation: The source was created by Abraham Lincoln in 1858 when he delivered the speech at the Illinois Republican Convention.

Communication: The purpose of the source is to express Lincoln's views on the issue of slavery and the divided state of the nation. The intended audience is likely the members of the Illinois Republican Convention and the broader public interested in political matters.

Context: At the time this source was created, the United States was deeply divided over the issue of slavery, and tensions were rising between the northern and southern states.

Connection: This source relates to the context by addressing the issue of slavery and the growing division between slave states and free states. It aligns with what I know about the intense debates and conflicts surrounding slavery during this period.

Consideration: The point of view expressed in this source is that the United States could not endure as a nation divided between slave states and free states. Lincoln believes that the country would eventually become all one thing (either all free or all slave).

Conclusion: The source contributes to my understanding of history by highlighting the urgency

and significance of sectionalism, as well as Lincoln’s perspective on it.

Two African American Spirituals (AP 2.1)

The Wayfaring Stranger: It uses words to evoke a sense of journey. The tone is hopeful and comforting. It uses repetition and metaphors such as “over Jordan” to describe the afterlife.

Sometimes I Feel Like a Motherless Child: The language and tone evoke a sense of loneliness and longing. It is more somber and reflective.

Both: Both spirituals use simple and repetitive language and share a common theme of longing for something better.

The Compromise of 1850 (AP 2.2)

1. An example of a free state during the Compromise of 1850 was Massachusetts. An example of a slave state during the Compromise of 1850 was Georgia. The New Mexico Territory was one of the territories where the question of slavery was to be decided by voters at a later date under the Compromise of 1850.

2. Free states were primarily located in the northern part of the country. Slave states were mainly situated in the southern part of the country. Territories where

slavery was to be decided later were in the western part of the country.

3. There were more free states than slave states. This unbalanced distribution of free and slave states played a role in debates and decisions related to slavery.

4. The number of free states having greater representation in Congress left the sides unbalanced and gave the free states an advantage in passing anti-slavery legislation.

5. Territories where slavery was undecided were a source of tension because they represented opportunities for both free and slave states to gain an advantage in Congress. The outcome of these decisions could affect the balance of power by giving more power to one side.

Domain Vocabulary: Chapters 1–2 (AP 2.3)

- | | |
|------|-------|
| 1. e | 6. d |
| 2. b | 7. c |
| 3. j | 8. h |
| 4. i | 9. a |
| 5. f | 10. g |



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Harper's Ferry insurrection - Interior of the Engine-House, just before the gate is broken down by the storming party - Col. Washington and his associates as captives, held by Brown as hostages, pub. 1859 (engraving)/American School, (19th century) / American/Private Collection/The Stapleton Collection / Bridgeman Images: Cover B, 54b

John Brown (1800–59) captured by Marines at Harper's Ferry, 1859 (coloured engraving), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 7c

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Poster advertising 'Uncle Tom's Cabin', 1852 (colour litho)/American School, (19th century) / American/Collection of the New-York Historical Society, USA/© New York Historical Society / Bridgeman Images: 6m

Randy Duchaine / Alamy Stock Photo: Cover D, 54d

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