# Expansion and Reform (1801-1861) Unit 2B

**Social Studies Standards:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>6.1.8.A.4.a</td>
<td>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</td>
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<tr>
<td>6.1.8.A.4.b</td>
<td>Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</td>
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<tr>
<td>6.1.8.B.4.b</td>
<td>Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</td>
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<tr>
<td>6.1.8.C.4.b</td>
<td>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</td>
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<tr>
<td>6.1.8.C.4.c</td>
<td>Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</td>
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<tr>
<td>6.1.8.D.4.a</td>
<td>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</td>
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<tr>
<td>6.1.8.D.4.b</td>
<td>Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</td>
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**Enduring Understandings:**

- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems.

**Cross Curricular Standards:**

<table>
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<th>Technology Standards:</th>
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<tr>
<td>21st Century Skills:</td>
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<tr>
<td>X_Creativity and Innovation</td>
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<tr>
<td>X_Critical Thinking and Problem Solving</td>
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<td>X_Communication</td>
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<td>X_Collaboration</td>
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**Essential Questions:**

<table>
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<tr>
<th>Question</th>
<th>Description</th>
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<tbody>
<tr>
<td>Manifest Destiny (1810-1853)</td>
<td>What was life like for people who moved out West?</td>
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</table>
How did the mountain men’s exploration lead to expansion of the West?

For what reasons did Americans go West?

What was the significance of the Santa Fe Trail?

What made Texas’ land so desirable?

What was a source of tension between American settlers and Tejanos?

After independence, what did most Texans want from the United States?

Why did Americans want to settle the lands in the West?

What is meant by manifest destiny?

How was the Oregon Territory acquired?

How did the War with Mexico begin?

How did Americans react to the War with Mexico?

What were the terms of the Treaty of Guadalupe Hidalgo?

What was like in California before the Gold Rush?

What is a gold rush?

What was life like in mining camps?

What impact did the gold rush have on the economy of California?

Immigration and Reformation (1820-1860)

Increased regional tensions.

Westward migration opened up opportunities and brought Americans to the territories that became Mexico, Oregon, and Utah.

Millions of Europeans came to the United States hoping to build a better life and would later prove to have a strong influence on American culture. The abolitionists and women reformers of this time inspired 20th-century reformers.
<table>
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<tr>
<td>What factors pushed emigrants out of their native lands?</td>
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<tr>
<td>What factors pulled immigrants to the United States?</td>
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<td>What factors encouraged Irish immigration to the United States?</td>
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<td>Why did the Irish settle primarily in cities?</td>
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<tr>
<td>What were some results of overcrowding in U.S. cities in the early and mid 1800's?</td>
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<tr>
<td>Why did some native-born Americans oppose immigration?</td>
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<tr>
<td>What were the goals of people who fought for workers' rights?</td>
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<td>How did government and private organizations work for better schools?</td>
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<tr>
<td>When did the abolitionist movement begin?</td>
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<td>What roles did former slaves play in the abolitionist movement?</td>
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<tr>
<td>What was the significance of the Underground Railroad?</td>
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<tr>
<td>What barriers to equality did women face in the early and mid 1800's?</td>
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<tr>
<td>How successful was the women’s movement in the 1800's?</td>
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**Vocabulary:**
- Manifest Destiny (1810-1853)
- Mountain man
- Land speculator
- Santa Fe Trail

**Social Studies Skills:**
- Chronological Thinking (CH)
  - Explain how major events are related to one another in time.
- Spatial Thinking (SP)
Oregon Trail
Manifest Destiny
Treaty of Guadalupe Hidalgo
California Gold Rush
Forty-niner

Immigration and Reformation (1820-1860)
Emigrant
Immigrant
Steerage
Push-pull factor
Famine
Prejudice
Nativist
Temperance movement
Labor union
Strike
Abolitionist
Underground Railroad
Women’s rights
Suffrage

Learning Targets (1810-1853)

<table>
<thead>
<tr>
<th>Content</th>
<th>Resources</th>
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<tr>
<td>Show timeline and note the major events that took place. Remind students that in 1803, the United States bought the Louisiana Territory. Ask students to identify which decade seems to be filled with the most historical events. (1840-1850) Follow-up by asking them to hypothesize about why so many events took place between 1840 and 1850. Possible Answer may be: There was a McDougal Littell: Creating America Textbook: Manifest Destiny 1810-1853 p. 390-391</td>
<td></td>
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<tr>
<td>Study- Island <a href="http://www.studyisland.com">www.studyisland.com</a> Middle School Social Studies U.S. History Lesson: Westward Expansion</td>
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<tr>
<td>Scholastic Blank Timeline Template</td>
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</table>
great demand for land during that time. Suggested Activities:

- Have students create a timeline of events and explain the importance behind each event.
- Students could select a major event to further research and present to the class.

To help introduce unit of Manifest Destiny: Show visual of wagon on p. 390-391. Ask students to study the interior of the packed wagon. Ask them to draw conclusions about the lives of people who traveled west. Discuss and refer to possible responses.

- Extension: Have students write five questions to ask the people who traveled with this wagon.

Show picture of wagon on page 391: Interact with History. Set of Scenario that it is the year 1843 and you family has decided to move from Massachusetts to Oregon. Suggested Activities:

- Propose the following questions to students to respond to in a short response:
  - What do you think daily life on the trail west might be like?
  - What might be the greatest obstacles that you face?
  - Notice the necessities packed in this crowded wagon. What might have been left behind?


Cicero Teaching Beyond the Textbook: Chronology (1800-1821)
http://www2.cicerohistory.com/Cicero/c/6/At-a-Glance/EarlyRepublicChronology.pdf

Cicero Teaching Beyond the Textbook: Chronology (1825-1850)
http://www2.cicerohistory.com/Cicero/c/7/At-a-Glance/AntebellumAmericaChronology.pdf
Students will explain the role of mountain men in the exploration and expansion of the west.

I introduce the term mountain men to the class. Explain that mountain men opened up the West by discovering the best trails through the Rockies. Note that mountain men like Jedediah Smith and Jim Beckwourth became famous mountain men because of their adventures.

Suggested Activities:

- Read History Makers on page 394 about Jim Beckwourth. Have students answer what was Beckwourth’s most important contribution to the westward movement?
- Follow-up with Cicero Guided Reading on James “Jim” Beckwourth/Discussion Questions
- Follow Cicero Teacher Created lesson one and two on Mountain Men to achieve the following objectives:
  - Students thoroughly read journals written by mountain men.
  - Students reflect on the journals and gather information from them to answer questions.
  - Students “jigsaw” into several groups and discuss the similarities and differences among the various mountain men journals.
  - Students compose a Venn diagram which compares and contrasts the mountain men journals with the pioneer diaries.

McDougal Littell: Creating America Textbook: Mountain Men and the Rendezvous p. 393

Mountain Men: Open the West

Study Island
www.studyisland.com
Middle School Social Studies
U.S. History
Lesson: Westward Expansion

Cicero Teaching Beyond the Textbook: James “Jim” Beckwourth Guided Reading

Cicero Teaching Beyond the Textbook: Teacher Created Materials Through the Eyes of Mountain Men
http://www2.cicerohistory.com/Cicero/c/7/Lessons/TCM/Unit%207%20Lesson%20Through%20the%20Eyes%20of%20Mountain%20Men.pdf

Promethean Planet Flipchart: A Growing Nation
Students will identify the reasons people went west that were examined in Lesson 1.

| Students will identify the reasons people went west | Discuss how many people looked at the West as an opportunity to make money. I introduced the term land speculators. Explain that people called land speculators bought huge areas of land. Clarify that speculate means to buy something in the hope that it would increase in value. Read and discuss on p. 394 how manufacturers and merchants followed settlers west in hopes of earning money by selling items that farmers needed. Note that other people went west to find jobs or escape people that they owed money.  
- Familiarize students with the areas out west by using the Promethean Planet Interactive Westward Expansion Map  
- Show Promethean Planet Flipchart on a Growing Nation to highlight the reasons people moved west and follow-up with short YouTube video clip summarizing the reasons people moved out west |

| Students will describe the opening of the Santa Fe Trail | Show map on p. 395 and point out the Santa Fe Trail. Read and discuss "the Trail to Santa Fe" and note that Mexican independence helped to open the New Mexico territory to American traders. Point out the Oregon Trail on the map and discuss how hundreds of settlers began migrating west using this trail. Suggested Activities:  
- Have students complete geography skill-builders on p. |

| Students will describe the impact of the "Oregon Fever" on westward expansion |  
| Students will understand the technological, social, and nutritional problems faced in adapting to their environment |  

**McDougal Littell: Creating America Textbook:** The Lure of the West p. 394

**Promethean Planet: Interactive Westward Expansion Map**

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Middle School Social Studies  
U.S. History  
Lesson: Westward Expansion

**Promethean Planet: A Growing Nation**

**You-Tube Video Clip: Westward Expansion**
http://www.youtube.com/watch?v=0ZBDY-urAwY  

| Students will understand the technological, social, and nutritional problems faced in adapting to their environment |  

**McDougal Littell: Creating America Textbook:** The Trail to Santa Fe p. 395-396  
Oregon Fever p. 396  
Survive the Oregon Trail! P. 398

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Middle School Social Studies  
U.S. History  
Lesson: Westward Expansion
| Students will profile Texas under Spanish rule | Promethean Planet: A Growing Nation  
You- Tube Video: Westward Expansion (1800-1860)  
http://www.youtube.com/watch?v=yDy8b4z8v14  
You-Tube Video: Oregon Trail  
http://www.youtube.com/watch?v=UF_DMbsk2Dk  
Cicero Teaching Beyond the Textbook: Project Oregon Trail  
http://www2.cicerohistory.com/Cicero/c/7/Activities/Projects/OregonTrail.pdf  
Students will explain the tensions between Texans and Tejanos |  
Students will summarize the war between Texas and Mexico  
Explain to students that the Spanish land called Tejas bordered the United States territory called Louisiana. Point out that the land was rich and desirable. Introduce the term Tejano and explain that they are people of Spanish heritage who consider Texas their home. Talk about how the Spanish government offered huge tracts of land and gave Moses Austin permission to start a colony in Texas. Refer to “Mexican Independence Changes Texas” to have students understand that Austin began to attract hundreds of families to Texas which increased tensions with American settlers and Tejanos. Explain that in 1821 Mexico successfully gained its independence from Spain and that Tejas was now a part of Mexico. Utilize Promethean planet flipchart, “A Growing Nation” and Study-Island Lesson on Westward Expansion to  
McDougall Littell: Creating America Textbook:  
Spanish Texas p. 400-401  
Rising Tensions in Texas p. 401  
Texans Revolt Against Mexico p. 402  
The Fight for the Alamo p. 402-403  
Victory at San Jacinto p. 404  
Lone Star Republic  
Cicero Teaching Beyond the Textbook: Power-point Texas War of Independence  
http://www2.cicerohistory.com/Cicero/navigate/uc/sid144.do  
Cicero Teaching Beyond the Textbook Dialogue:  
Enrique Esparza Remember the Alamo!  
http://www2.cicerohistory.com/Cicero/c/7/Activities/Dialogues/EnriqueEsparza/EnriqueEsparzaRememberTheAlamo.pdf  
Cicero Teaching Beyond the Textbook: The Black Bean Episode  
http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Secondary/BlackBeanEpisode/ |
provide more background information.

**Suggested Activities:**

- For students to understand the Texan fight for independence show overview power point. As follow-up and have students analyze Cicero’s historical map, “Texan War for Independence” and answer the discussion questions.
- For students to have a better understanding of the Texan revolt against Mexico read and discuss:
  - Cicero Guided Reading: The Black Bean Episode/Discussion Questions
  - Cicero Teaching Beyond the Textbook: The Texas Revolution Web Quest
- For students to understand the Texan fight for independence and the land being fought over have them analyze Cicero’s historical map, “Texan War for Independence” and answer the discussion questions.

Students will explain the origins of Manifest Destiny

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>Introduce the term Manifest Destiny to the class using page 407. Talk about the meaning behind the terms: manifest-to mean clear or obvious and destiny-events sure to happen. Point out that manifest destiny suggested that expansion was not only good, but bound to happen- even if it meant...</td>
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</tbody>
</table>

**McDougal Littell: Creating America Textbook:**

- Americans Support Manifest Destiny p. 406
- Cicero Teaching Beyond the Textbook: Power point Manifest Destiny

**Study Island**

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- Middle School Social Studies
- U.S. History
- Lesson: Westward Expansion

**Promethean Planet: A Growing Nation**


**Resources:**

- BlackBeanEpisode.pdf
- Cicero Teaching Beyond the Textbook: Historical Map Texan War for Independence
- Cicero Teaching Beyond the Textbook: The Texas Revolution Web Quest
  - http://www2.cicerohistory.com/Cicero/c/7/Activities/TexasRevolutionWebQuest.pdf

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**Cicero Teaching Beyond the Textbook: Power point Manifest Destiny**

- http://www2.cicerohistory.com/Cicero/navigate/uc/sd144.do
Students will explain the causes of the Mexican War

- Refer to textbook pages 407-411 to introduce the Mexican-American war. Discuss the causes and major events associated with the war using Study-Island Lesson.

Students will describe American actions in California, New Mexico, and Mexico

- Introduce the causes and major events of the U.S. Mexican War

Cicero Teaching Beyond the Textbook: Manifest Destiny Guided Reading:
http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Secondary/Manifest Destiny/Manifest_Destiny.pdf

Cicero Teaching Beyond the Textbook: Westward Expansion Web Quest:
http://www2.cicerohistory.com/Cicero/c/7/Activities/Projects/WestwardExpansionWebQuest.pdf

You- Tube Video on Manifest Destiny:
http://www.youtube.com/watch?v=YLmUhT9QOJE

Brain Pop Video: Westward Expansion
http://www.brainpop.com/socialstudies/ushistory/westwardexpansion/preview.weml

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U.S. History
Lesson: Westward Expansion

Promethean Planet: A Growing Nation

McDougal Littell: Creating America Textbook:
Troubles with Mexico p. 407-408
Capturing New Mexico and California p. 409
The Invasion of Mexico p. 409
The Mexican Cession p. 410
"From Sea to Shining Sea" p. 411

Cicero Power-point: U.S. Mexican War
Students will detail the peace agreement with Mexico and territory gained by the United States using Cicero's power-point.

- For an overview read Cicero's Guided Reading, "Mexican American" War and answer discussion questions.
- Have students analyze the historical map, "War with Mexico" and note the major Americans and Mexican victories/have students complete follow-up questions.
- Show Brain Pop video on Mexican American war and complete follow-up activity.
- Have students summarize the terms outlined in the Treaty of Guadalupe Hidalgo. (Refer to p. 410-411)

Cicero Teaching Beyond the Textbook: Guided Reading Saint Patrick's Battalion

Brain Pop Video: Mexican American War
http://www.brainpop.com/socialstudies/ushistory/mexicanamericanwar/preview.weml

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U.S. History
Lesson: Westward Expansion

Students will describe California before the gold rush.

Students will summarize the activities occurring during California gold rush.

Students will describe the mining camps.

Students will analyze the impact of the gold rush on California.

Review and discuss, "California Before the Rush" on page 412 to provide a better understanding as to what California was like prior to the Gold Rush. Discuss how the news of James Marshall discovery of gold started the California Gold Rush.

Suggested Activities:
- Provide students an overview of the California Gold Rush using Brain Pop video and YouTube video.
- Discuss the hardships of miners and what life was like living in mining camps. Refer to p. 414.

McDougal Littell: Creating America Textbook:
California before the Rush p. 412
Rush for Gold p. 413
Life in the Mining Camps p. 414
Conflicts Among Miners p. 416
The Impact of the Gold Rush

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Lesson: Westward Expansion

Brain Pop Video: Gold Rush
http://www.brainpop.com/socialstudies/ushistory/
Have students write a summary of what life was like for miners based off the picture on 415.

- Read Guided Reading, “Gold Rush” for follow-up answer discussion questions
- Have students examine the impact of the Gold Rush and organize the causes and effects into a graphic organizer. Refer to p. 416

**Learning Targets**

<table>
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<td>Immigration and Reformation (1820-1860)</td>
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| Students will identify the push and pull factors of immigration | Ask students to think of why people would migrate to America? Brainstorm a list on the promethean board. Discuss how it was a difficult voyage when coming to America and they often traveled in steerage- the cheapest deck on a ship, often involving filthy conditions. Discuss the Push-Pull factors of Immigration chart on page 424. Point out that push factors push people out of their native lands: Discuss that pull factors pulled immigrants to America. Suggested Activities:  
  - Have students sort the different | McDougal Littell: Creating America Textbook:  
  Why People Migrated p. 423-424  
  Scandinavians Seek Land p. 424-425  
  Germans Pursue Economic Opportunity p. 425-426  
  The Irish Flee Hunger p. 426  
  U.S. Cities Face Overcrowding p. 426-427  
  Some Americans Oppose Immigration p. 427-428  
  Promethean Planet: Immigration (Push Pull Factors)  
  Brain Pop Video Immigration:  
  [http://www.brainpop.com/socialstudies/culture/im](http://www.brainpop.com/socialstudies/culture/im) |
| Students will identify and summarize the settlements of European immigrants | Review the push-pull factors that led so many immigrants coming to America. Have students analyze the map Immigration and Settlement on page 425. Have students answer geography skill-builder map questions. Discuss how famine—severe food shortage caused millions of Irish to flee their homelands. Note that both Irish and German immigrants flocked to American cities. As a class, brainstorm the effects of this wave of immigrants coming to America. (Explain that overcrowding and prejudice became problematic.)

Suggested Activities:
- Have students analyze the Immigration to the United States by Country map and answer follow-up questions
- Show Brain Pop video on immigration to show an overview of immigration and complete vocabulary activity |

| Students will describe the experiences of Irish in the United States | McDougal Littell: Creating America Textbook:
- Why People Migrated p. 423-424
- Scandinavians Seek Land p. 424-425
- Germans Pursue Economic Opportunity p. 425-426
- The Irish Flee Hunger p. 426
- U.S. Cities Face Overcrowding p. 426-427
- Some Americans Oppose Immigration p. 427-428

Cicero Teaching Behind the Textbook: Immigration to the United States by Country
[http://www2.cicerohistory.com/Cicero/c/10/Activities/Projects/ImmigrationToTheUnitedStatesByCountryGraph.pdf](http://www2.cicerohistory.com/Cicero/c/10/Activities/Projects/ImmigrationToTheUnitedStatesByCountryGraph.pdf)


| Students will analyze the effects of immigration on U.S. cities | Study- Island
[www.studyisland.com](http://www.studyisland.com)
Middle School Social Studies
U.S. History
Lesson: Expansion and Reform (1801-1861)

| Students will describe the spirit of reform of the early and mid-1800's | Discuss how in the mid-1800s several reform movements worked to improve | McDougal Littell: Creating America Textbook:
- Reforming American Society p. 433

American education and society.
Suggested Activities:
● Refer to Study-Island lesson to point out the major reform movements
● Read and discuss Cicero Guided Reading: Age of Reform and answer discussion questions

A Spirit of Revival p. 433
Temperance Movement p. 434

Cicero Teaching Beyond the Textbook: Age of Reform Guided Reading
http://www2.cicerohistory.com/Cicero/c7/Activities/GuidedReadings/Secondary/AgeOfReform/Age_of_Reform.pdf

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Middle School Social Studies
U.S. History
Expansion and Reform (1801-1861)
Lesson: Reform Movements

Students will evaluate the impact of the early labor movement
Read and discuss, “Fighting for Worker’s Rights” on page 434. Review that workers called for improvements in working conditions. Define the term labor union- a group of workers who band together to seek better working conditions. Explain that people would strike, stopping work to demand better conditions or they were being treated unfairly.
Suggested Activities: Have students reflect and answer the following Do you feel labor unions are important? Why or why not?

McDougal Littell: Creating America Textbook:
Fighting for Workers’ Rights p. 434-435

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U.S. History
Lesson: Expansion and Reform (1801-1861)

Students will describe the development of the abolitionist movement
Introduce the term abolition-the movement to end slavery. Discuss how this movement began in the late 1700’s. Point out that Frederick Douglass and Sojourner Truth were two important abolitionists.
Suggested Activities: Read and discuss Guided

McDougal Littell: Creating America Textbook:
Abolitionists Call for Ending Slavery p. 440
Eyewitnesses to Slavery p. 441

Cicero Teaching Beyond the Textbook Guided Reading: Abolitionist Movement
http://www2.cicerohistory.com/Cicero/c7/Activities/GuidedReadings/Secondary/AbolitionistMovement
| Students will explain the significance of the Underground Railroad | Discuss the importance of the Underground Railroad and point out the role New Jersey played. Show scholastic interactive map, so students can understand the geography. Discuss that one of the most famous conductors of the Underground Railroad was Harriet Tubman. | Suggested Activities:  
- Show power-point on Underground Railroad to provide overview  
- Have students complete interactive Scholastic Underground Railroad to understand the routes traveled by African Americans seeking freedom  
- Complete Cicero Lesson on the Underground Railroad/ Guided Reading and discussion questions on Underground Railroad  
- Have students complete Web Quest project on Underground Railroad |  
| --- | --- | --- |  
|  |  | McDougall Littell: Creating America Textbook:  
The Underground Railroad p. 442  
Harriet Tubman p. 442  
The Underground Railroad Map p. 446-447  
Scholastic Interactive: Underground Railroad  
http://teacher.scholastic.com/activities/bhistory/underground_railroad/  
Cicero Interactive Map: Underground Railroad  
http://www2.cicerohistory.com/Cicero/navigate/uc/sid143.do  
Cicero Teaching Beyond the Textbook: Power-point Presentation Underground Railroad  
http://www2.cicerohistory.com/Cicero/navigate/uc/sid144.do  
Cicero Teaching Beyond the Textbook: Underground Railroad Lesson  
http://www2.cicerohistory.com/Cicero/c/7/Lessons/MiddleSchool/ms7-Underground_Railroad.pdf  
Cicero Teaching Beyond the Textbook Guided Reading: Underground Railroad:  
Cicero Teaching Beyond the Textbook Project |
| Students will evaluate the results of the women's rights movement | Discuss that two abolitionists—Lucretia Mott and Elizabeth Cady Stanton decided it was time to demand equality for women. Explain the significance of the Seneca Falls Convention in 1848. Read and discuss on page 444, and point out that three women, Sojourner Truth, Maria Mitchell, and Susan B. Anthony had very powerful voices during the growing women's movement. Suggested Activities:  
- Read and discuss Guided Reading Seneca Falls Convention/Discussion Questions  
- Review the participants in the Seneca Falls Convention through examining Promethean Planet website You-tube video clip |
|---|---|
| Students will identify early important leaders in the fight for women's rights | McDougal Littell: Creating America Textbook: Women Reformers Face Barriers p. 443  
The Seneca Falls Convention p. 444  
Continued Call for Women's Rights p. 444-445  
Cicero Teaching Beyond the Textbook Creative Learners: Seneca Falls Convention  
http://www2.cicerohistory.com/Cicero/c/7/Activities/GuidedReadings/Creative_Learners/SenecaFallsConvention/SenecaFallsConvention.pdf  
Promethean Planet: Seneca Falls Convention  
You-Tube Video Clip: Elizabeth Cady Stanton and the Seneca Falls Convention  
http://www.youtube.com/watch?v=dGpismqncvI  
Study- Island  
www.studyisland.com |
Assessments:
1) Timeline of important events
2) Essay Questions
3) Maps
4) Graphic Organizers

Modifications: Modified tests, quizzes, assignments, partner project activities, cooperative learning groups, extended time