Fitzgerald/Edwards Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction to Unit - Development of Regional Differences and Social Movements before the Civil War**

Our new unit looks at the development of the now established United States. It takes us from the time of the Monroe Doctrine to the Civil War and looks at the development of the United States in terms of its three regions, North, South, and West, and societal movements to better the nation.

Together we will be looking at the development of the South, as it is difficult to build an understanding that slavery was a purposefully built institution created by a set of policies and practices that trapped African Americans into a brutal system of forced labor and captivity that they could not break free of on their own. We will learn about the system from the preserved memories of the slaves themselves collected in the slave narratives held in the Library of Congress. These narrative will be related to us by African American performers of today in a award-winning documentary entitled ***Unchained Memories***. We will also be able to read passages from slave narratives ourselves.

We will follow this up with a viewing of another award winning production introducing us to the people who did fight this system, who dedicated their whole life to this fight, the abolitionists, the American Experience production ***The Abolitionsts***.

While we are viewing these and learning about the development of the South and the abolition reform movement, you will be preparing to present a topic to the class on either a topic concerning the development of the North or West or another of the reform movement of the period. The list of these topics is found on the back of this paper.

For your topic, you will need to do the following things:

* Find a ***detailed article*** from a reputable historical source on the topic, copy it to a Google Doc and create a correct ***citation*** for it using EasyBib.
* Print the article out and ***highlight*** it using our system if **main idea** for each paragraph fully highlighted and ***details*** underlined with highlighter.
* Take ***notes*** from the highlighted document.
* Write a ***summary*** from your notes.
* Find a ***visual*** or visuals on your topic, which cannot just be a picture of a person but are an illustration of the concept of the topic.
* Find a ***primary source*** on your topic and write ***two great questions*** students can answer on this document.
* For extra credit, find a ***video or video clip of about 5 minutes*** on your topic.
* Put together your ***summary, visuals, primary source, and video clip hot link in a single document to be copied for the class***.
* ***Present*** ***your topic to the class*** on your assigned day. These topics go in order, so everyone will have to be done on the same day, but then we will present the topics in order.

The class will have a note sheet to take on your topic and your materials to review, and there will be a test on the topics when we are done.

Both of us, Ms. Fitzgerald and Mr. Edwards, will model these things for you and will be available afterschool, should you need help, but you will be doing this as homework, as we work on the development of the South and the abolition movement in class. We will give you daily homework toward these things and check along the way for progress.

See back for topics, which will be drawn randomly in class tomorrow.

Topics

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| Development of the North | Topic (page number indicated is page in text to begin your reading) |
| Factories | 1. Spinning Jenny, Water Frame, and the Mule – p. 382 2. Sam Slater – First spinning factory – p. 384 3. Francis Cabot Lowell – Growth of factory, the Lowell System – pp. 384-5 4. Early Working Conditions in Factories - Before 1860 – pp. 386-389 5. Growth of Northern cities – Before 1860pp. 390-391 6. Steam Engine – particularly applied to factories (not railroads) – p. 383 7. Eli Whitney – Interchangeable Parts – p. 386 8. Sewing Machine – Howe and Singer - 392 |
| Immigration | 1. Irish Immigration – 1840s – p. 394 2. German Immigration – before 1860 – p. 394 3. Nativism – p. 394 |
| African Americans | We will together read p. 395 |
| West |  |
| Development of the West | We will together read – Manifest Destiny – p.447   1. Lewis and Clark Expedition – pp. 317-319, pp. 320-321 2. Santa Fe Trail – p. 448 3. Mountain men – Fur Trade, John Jacob Astor – pp. 448-449 4. Oregon Trail and Settlement and Annexation of Oregon – pp. 449-450, p. 456 5. Mormon Trail – p. 462 |
| North and West |  |
| Farming | 1. Plow – John Deere – Not in our textbook 2. Reaper (Cyrus McCormick), the Thresher and the Combine – p.392 |
| Movement | 1. Telegraph – pp. 391-392 2. National Road - p. 403 3. Canals – 403-404 4. Steamboats – p. 393 5. Clipper Ships – p. 393 6. First Railroads - Before 1860 – p. 393 |
| Reform Movements | 1. Second Great Awakening – pp. 415-416 2. Temperance - p. 416 3. Prison Reform and Care of the Mentally Ill – Dorothea Dix - pp. 416-417 4. Education – Thomas Mann – pp. 417-419 5. Hudson River School – p. 435 6. Early Women’s Rights Movement – Seneca Fall Convention, Before 1860 – pp. 427-428 |
| Reform Movement – Abolition of Slavery | 1. William Lloyd Garrison – p. 423 2. Frederick Douglas – p. 424 3. Davis Walker – p. 423 4. The Grimke Sisters and Sojourner Truth – Not in our textbook 5. The Underground Railroad and Harriet Tubman – pp. 424-426 |
| South |  |
| Expansion of Slavery | 1. Eli Whitney – The Cotton Gin – p. 396 |