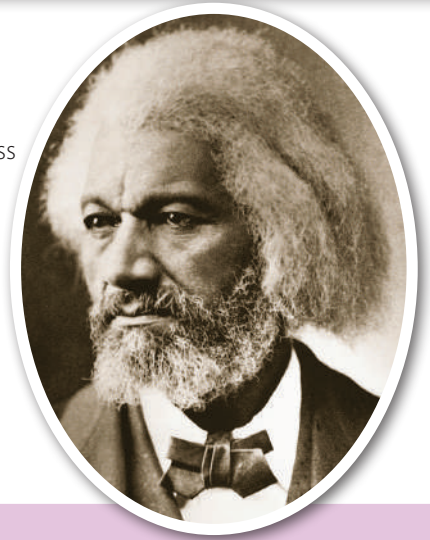




A Changing Nation

Frederick Douglass



Teacher Guide

Lincoln Memorial



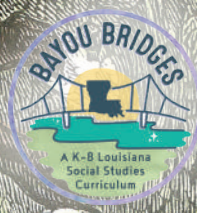
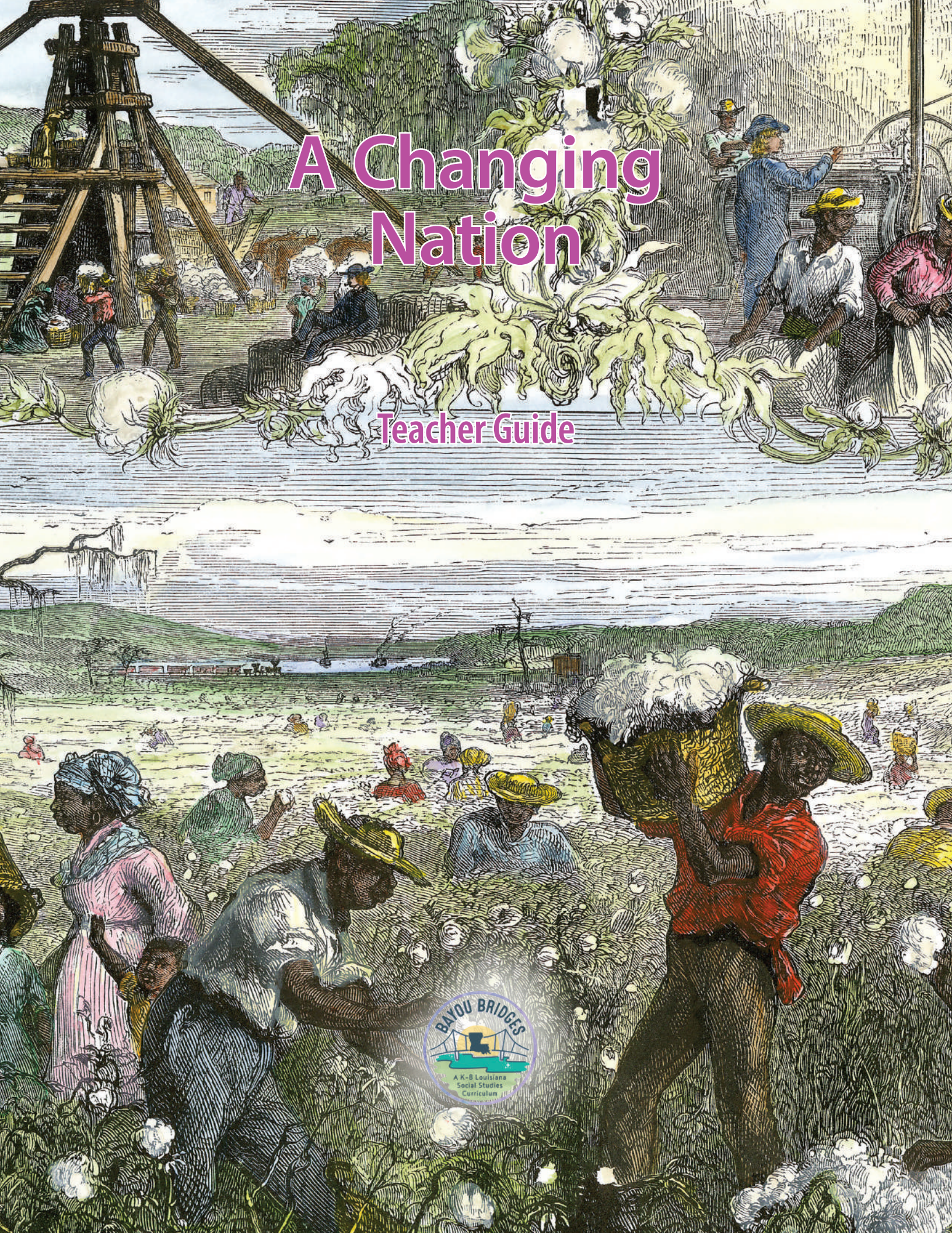
Steamboat

Lowell textile mills



A Changing Nation

Teacher Guide



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A Changing Nation

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A Changing Nation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 3

Introduction

ABOUT THIS UNIT

The Big Idea

Growing industrialization and urbanization in the North deepened the cultural rift between the North and South, which were already sharply divided by slavery.

The Industrial Revolution of the early 1800s brought technology to the forefront of American consciousness, especially in the North. The steam engine was tested and put into regular use in steamboats and locomotives, easing travel and trade between East and West, North and South. Samuel Slater smuggled plans for the country's first mechanical spinning machine across the Atlantic and opened his own cotton mill, paving the way for an industry that profited both Northern and Southern entrepreneurs. Eli Whitney's cotton gin, which quickly processed raw cotton, helped meet the North's increasing demand for Southern cotton, which relied on enslaved labor.

Most Northerners opposed the practice of slavery. While some Southerners concurred with this opinion, most supported its continuation as vital to the Southern way of life. Abolitionists in the North spoke out against slavery, but it was the work of those on the Underground Railroad in the South that helped thousands of enslaved African Americans gain their freedom. The increase in runaway slaves, growing abolitionist sentiment, and the election of Abraham Lincoln pushed Southern leaders to a breaking point. Eleven Southern states seceded from the Union and formed the Confederate States of America. A four-year civil war ensued. At its end was the liberation of enslaved African Americans and the passage of the Thirteenth Amendment, which officially prohibited slavery for good.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- why Great Britain limited self-government in the colonies
- what colonists meant by “taxation without representation”
- causes and effects of the Boston Tea Party
- causes and outcome of the First Continental Congress
- Battles of Lexington and Concord
- events of the Second Continental Congress
- Thomas Paine’s *Common Sense*
- writing and adoption of the Declaration of Independence
- important battles of the American Revolution
- symbols of the United States
- why the Articles of Confederation were considered weak
- events of the Constitutional Convention
- federal system of government
- debate over the Bill of Rights
- ratification of the Constitution
- purpose of the Constitution
- why George Washington was the first president
- Washington’s cabinet
- Whiskey Rebellion
- presidential precedents set by Washington
- how Americans honor Washington
- the role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- purpose of separation of powers and checks and balances
- how a bill becomes a law
- the division of power between the national government and the states through federalism
- ways to demonstrate civic virtues

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 the 1600s CE to 1865.

1600s	Africans begin to be enslaved and forced to come to the Americas to work.
early 1790s	In Rhode Island, Samuel Slater opens the first cotton mill in the United States.
1793	Eli Whitney invents the cotton gin.
1807	The United States passes a law banning the importation of new slaves.
1807	Robert Fulton demonstrates the first U.S. steamboat, the <i>Clermont</i> .
1831	William Lloyd Garrison begins publishing his abolitionist newspaper, <i>The Liberator</i> .
1840s	Railroads have become the most important form of transportation in the United States.
1845	Frederick Douglass publishes his autobiography, <i>Narrative of the Life of Frederick Douglass, an American Slave</i> .
1849	Harriet Tubman escapes slavery.
1850	Sojourner Truth published her life story.
1850	Nearly one hundred cities have formed in the United States, most of them in the North and Midwest.
1861–65	The U.S. Civil War leads to the end of slavery in the United States.
1863	President Abraham Lincoln signs the Emancipation Proclamation.
1865	The Thirteenth Amendment to the Constitution abolishes slavery in the United States.

- how to become a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions—New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast—and Alaska and Hawaii
- what the Louisiana Purchase was and how it changed the United States
- Lewis and Clark and the Corps of Discovery, including Sacagawea
- how the United States expanded westward over time
- how life in the West differed from life in the East
- Oregon Trail
- idea of manifest destiny
- impact of transportation technologies, such as covered wagons, flatboats, steamboats, and railroads, on westward expansion
- California Gold Rush
- impact of the Homestead Act
- impact of westward expansion on Native Americans, including relocation and removal, the reservation system, and armed conflict
 - Trail of Tears
 - Crazy Horse and Sitting Bull
 - Battle of the Little Bighorn
 - massacre at Wounded Knee

What Students Need to Learn

- how the issue of slavery divided the North and South after the American Revolution
- why the North was suited for an industrial economy
- how manufacturing came to the United States
- how free enterprise benefits business owners
- what prompted urbanization in the North
- why the South had an agricultural economy
- how the North's demand for cotton affected the slave trade in the South
- difference between plantations and other types of farms
- difference between importing and exporting

- how supply and demand affect price
- innovations in transportation, such as the turnpike, steam engine, steamboat, and locomotive
- what caused growing opposition to slavery in the North
- the names and achievements of notable abolitionists
- what the Underground Railroad was and how it worked
- why Southern states seceded from the Union
- why the Union went to war against the Confederacy
- when the Civil War became about the issue of slavery
- why President Lincoln issued the Emancipation Proclamation
- what the Emancipation Proclamation did
- history behind Juneteenth
- how the Civil War ended
- which rights are protected by the Thirteenth Amendment
- how we honor Abraham Lincoln today

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:

- By the 1840s, the North’s economy was based on manufacturing, while the South’s economy remained focused on agriculture.
- Advancements in transportation technology, such as the steamship and the railroad, moved people and goods more efficiently than ever before.
- Plantation owners felt they needed to use enslaved labor to meet the high demand for cotton in order to maintain large profits.
- In the North, abolitionists such as Frederick Douglass, Sojourner Truth, and William Lloyd Garrison spoke out against slavery.
- Harriet Tubman and other conductors on the Underground Railroad led escaped enslaved people to safety.
- Southern leaders made good on their promise to secede from the United States if Abraham Lincoln was elected president in 1860 and attempted to form their own new country, the Confederate States of America.
- After four years of conflict, the Union won the war.
- To ensure that no one was ever enslaved in the United States again, Congress passed the Thirteenth Amendment, which prohibited slavery in the United States.

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 Changing Nation Student Reader—two chapters

Teacher Components

A Changing Nation Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *A Changing Nation* Student Reader, 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 41.

- The Chapter Assessments test knowledge of each chapter 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 Changing Nation Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to the growing United States and the abolition of slavery. 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 image 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!

1600s



Chapter 1

early 1790s



Chapter 1

1793



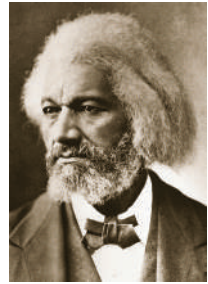
Chapter 1

1807



Chapter 2

1845



Chapter 2

1840s



Chapter 1

1831



Chapter 2

1807



Chapter 1

1861-65



Chapter 2

1850



Chapter 2

1850



Chapter 1

1849



Chapter 2

1863



Chapter 2

1865



Chapter 2

The Timeline in Relation to Content in the Student Reader

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 Reader is organized both thematically and chronologically. Chapter 1 discusses how industrialization and advancements in transportation added to the growing cultural distance between the North and the South. Chapter 2 focuses on the growth of the abolition movement and how slavery was ultimately abolished in the United States following the Civil War. These events and movements often overlapped, which is reflected in the timeline.

Understanding References to Time in the *A Changing Nation* 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, the international slave trade is cited as beginning sometime in the 1600s. The specific date of its start is not as important as the length of time it went on. Conversely, the specific date of when enslaved people in Texas learned that they were free—June 19, 1865—is noted in the text because that specific date has been celebrated for hundreds of years and is now a national holiday.

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?

USING THE TEACHER GUIDE

Pacing Guide

The *A Changing Nation* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty-five days has been allocated to the *A Changing Nation* 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 3 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.

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.

Turn and Talk

After reading 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.

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

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

Primary Sources

Most chapters include a Student Reader 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 Reader 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	Framing Question
---------	------------------

- | | |
|---|---|
| 1 | How were the regions of the United States different before the Civil War? |
| 2 | How was slavery abolished in the United States? |

Core Vocabulary

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

Chapter	Core Vocabulary
---------	-----------------

- | | |
|---|--|
| 1 | distinct, manufacturing, mill, producer, plantation, free enterprise, consumer, import, export, flatboat, locomotive |
| 2 | unalienable, abolish, constitutional amendment, secede, civil war, emancipation |


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 52–57. They are to be used with the chapter specified either for 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)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.4)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.1)

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.

Books

Cooper, Floyd. *Juneteenth for Mazie*. Mankato, MN: Picture Window Books, 2016.

Gilpin, Caroline Crosson. *Abraham Lincoln*. National Geographic Readers. Washington, D.C.: National Geographic Children's Books, 2012.

Halfmann, Janet. *Seven Miles to Freedom: The Robert Smalls Story*. Illustrated by Duane Smith. New York: Lee & Low Books, 2012.

Kamma, Anna. *If You Lived When There Was Slavery in America*. Illustrated by Pamela Johnson. New York: Scholastic, 2004.

Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*. Illustrated by Kadir Nelson. New York: Scholastic Press, 2007.

McDonough, Yona Zeldis. *Who Was Sojourner Truth?* Illustrated by Jim Eldridge. New York: Grosset & Dunlap (Penguin Random House), 2015.

Miller, William. *Frederick Douglass: The Last Day of Slavery*. Illustrated by Cedric Lucas. New York: Lee & Low Books, 2005.

Prince, April Jones. *Who Was Frederick Douglass?* Illustrated by Robert Squier. New York: Grosset & Dunlap (Penguin Random House), 2014.

Weatherford, Carole Boston. *Moses: When Harriet Tubman Led Her People to Freedom*. Illustrated by Kadir Nelson. New York: Hyperion Books, 2006.

A CHANGING NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;

NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Changing Nation

<p>"New Industries and Improved Transportation" Core Lesson (TG & SR, Chapter 1)</p>	<p>"New Industries and Improved Transportation" Core Lesson (TG & SR, Chapter 1)</p>	<p>"New Industries and Improved Transportation" Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>"Primary Source: Nineteenth-Century Images of North, South, Midwest, and West" (TG & SR, Chapter 1, AP 1.2)</p>	<p>"Farm to Factory: Making a Grilled Cheese Sandwich" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Changing Nation

<p>"PRIMARY SOURCE ACTIVITY: Photograph of a Factory" (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>"Steamboat Jimmy" (TG, Chapter 1 Additional Activities)</p>	<p>"The Story of the First U.S. Railroad" (TG, Chapter 1 Additional Activities)</p>	<p>"The History of Cotton" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Changing Nation

<p>"Slavery, Civil War, and Abolition" Core Lesson (TG & SR, Chapter 2)</p>	<p>"Slavery, Civil War, and Abolition" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapter 2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Primary Source: Excerpt from 'What to the Slave is the Fourth of July?' by Frederick Douglass" (TG & SR, Chapter 2, AP 1.2)</p>	<p>"The People Could Fly" (TG, Chapter 2 Additional Activities)</p>	<p>"PRIMARY SOURCE ACTIVITY: Narrative of the Life of Frederick Douglass" (TG, Chapter 2 Additional Activities, AP 1.2, NFE 1)</p>
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Week 4

Day 16






Day 17

Day 18

Day 19

Day 20

A Changing Nation

 "Harriet Tubman: American Icon" (TG, Chapter 2 Additional Activities)	 "Harriet Tubman: American Icon" (TG, Chapter 2 Additional Activities)	 "President Lincoln" (TG, Chapter 2 Additional Activities)	 "PRIMARY SOURCE ACTIVITY: The Emancipation Proclamation" (TG, Chapter 2 Additional Activities, AP 1.2, NFE 2)	 "PRIMARY SOURCE ACTIVITY: The Thirteenth Amendment" (TG, Chapter 2 Additional Activities, AP 1.2)
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Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

A Changing Nation

 "PRIMARY SOURCE ACTIVITY: Abraham Lincoln's Thanksgiving Proclamation" (TG, Chapter 2 Additional Activities, AP 1.2, NFE 3)	"Juneteenth" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 4 Performance Task Assessment	Unit 4 Performance Task Assessment
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A CHANGING NATION PACING GUIDE

_____ 's Class

(A total of twenty-five days has been allocated to the *A Changing Nation* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

A Changing Nation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

A Changing Nation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

A Changing Nation

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

A Changing Nation

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

A Changing Nation

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CHAPTER 1

TOPIC: New Industries and Improved Transportation

The Framing Question: How were the regions of the United States different before the Civil War?

Primary Focus Objectives

- ✓ Differentiate between the economies, cultures, and land uses in the North and South. (3.26, 3.28)
- ✓ Describe how technological advancements in transportation affected the lives of people in the United States. (3.9)
- ✓ Identify the causes and effects of the growing tension between the North and the South between the late 1700s and 1840. (3.2, 3.28)
- ✓ Understand the meaning of the following domain-specific vocabulary: *distinct, manufacturing, mill, producer, plantation, free enterprise, consumer, import, export, flatboat, and locomotive.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About New Industries and Improved Transportation”:

<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)
- maps from the Internet of major U.S. rivers and the United States
- videos from the Internet of a tour of Slater Mill, working machinery at Slater Mill, the cotton gin, and an explanation of supply and demand

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

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

Core Vocabulary (Student Reader page numbers listed below)

distinct, adj. recognized as being different from something else (4)

Example: I can pick out the distinct scent of my mom's perfume anywhere.

Variations: distinctly (adv.), distinctive (adj.), distinctively (adv.), distinction (n.)

manufacturing, n. the production of items in large numbers for sale or trade (4)

Example: As manufacturing grew more important in the North, more people moved to cities.

Variations: manufacture (v.), manufacturer (n.), manufactured (adj.)

mill, n. a building or group of buildings where goods are produced (4)

Example: The mill was filled with machines that spun cotton into thread.

Variations: mills

producer, n. a person or company that makes or grows goods for sale (7)

Example: The producer who owns that farm grows peaches and sells them at the market.

Variations: producers, produce (v.)

plantation, n. a large farm where cash crops are grown on behalf of the person who owns the land (7)

Example: The plantation grew thousands of pounds of sugarcane each year.

Variations: plantations

free enterprise, n. a system in which businesses operate with minimal government involvement (7)

Example: Free enterprise allows producers to make their own business decisions.

consumer, n. a person who purchases goods (8)

Example: The consumer bought groceries at the store.

Variations: consumers, consume (v.)

import, v. to bring goods into a country to sell there (8)

Example: Many countries import the goods they cannot make or grow themselves.

Variations: imports, importing, imported, import (n.)

export, v. to send goods to sell in another country (8)

Example: The farmer will export the leftover crops that she cannot sell in the United States.

Variations: exports, exporting, exported, export (n.)

flatboat, n. a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house (10)

Example: They loaded the flatboat with goods that would be delivered in New Orleans.

Variations: flatboats

locomotive, n. a railroad engine (12)

Example: The locomotive pulled the train cars down the tracks.

Variations: locomotives, locomotion (n.)

THE CORE LESSON 35 MIN

Introduce the *A Changing Nation* Student Reader

5 MIN

Distribute copies of the *A Changing Nation* Student Reader. 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 farms, enslaved people, boats, railroads, and factories.

Introduce “New Industries and Improved Transportation”

5 MIN

Remind students that in the last unit, they read about how the United States began to expand westward during the 1800s. Explain that westward expansion was not the only change the country experienced during that time. In this chapter, students will read about some of the other changes that occurred.

Call students’ attention to the Framing Question. Tell students to look for information that describes how the regions of the United States differed before the Civil War.

Guided Reading Supports for “New Industries and Improved Transportation”

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.

“Differences Between North and South,” pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

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

SUPPORT—Help students better understand the concept of regions by asking if a volunteer can name the region in which you live. (*the South*) Explain that regions can be very big or very small. When we talk about regions of the United States, like “the West,” they usually include multiple states.

After reading the text, ask the following questions:

EVALUATIVE—Why did people in the northern and southern parts of the United States begin to grow apart in the nineteenth century? (3.2, 3.28)

- » People in the North and South began to grow apart over the issue of slavery. Cultural and social changes added to the growing divide.

LITERAL—What is slavery? (3.8)

- » Slavery is the practice or ability to own people and force them to work. Enslaved people are not free.

LITERAL—Where was slavery practiced in the United States? (3.8)

- » Slavery was practiced mostly in the South, but there were also enslaved people in the Northern states.

“The Growth of Industry in the North,” pages 4–6

Scaffold understanding as follows:

Read the section on pages 4–6 aloud.

CORE VOCABULARY—Point out the vocabulary terms *manufacturing* and *mill*, and explain their meanings.

SUPPORT—Point out the word *factories* in the second paragraph of the section. Explain that a factory is a place where people use machines to make goods.

SUPPORT—Explain that Slater’s mill was not like the large American factories that exist today. Show students the virtual Slater mill tour. Ask: How does this differ from your idea of a modern, or newer, factory? How is it similar? (*Possible answers: The building isn’t very big. It looks more like a barn than a factory. It’s similar because it has machines inside.*) (3.5)

SUPPORT—Explain that all yarn, thread, and string is made by twisting a group of fibers in one direction, then plying, or twisting, that strand with one or more strands in the *opposite* direction. People have been doing this by hand and with spinning wheels and spindles for thousands of years. The invention of the automatic spinning machine was a huge breakthrough.

Show students the video of the Slater mill machinery. Point out how fast the bobbins move in some segments. Even when movements are slow, they are steady and even.

After reading the text, ask the following questions:

LITERAL—What was produced in the first mills? (3.9)

- » Cotton thread was produced in the first mills.

EVALUATIVE—Why did British manufacturers want to keep their machines a secret from manufacturers in other countries? (3.2)

- » They wanted to be able to make cloth faster and cheaper than anyone else. If other countries figured out how to create this technology, Great Britain would no longer have the advantage.

LITERAL—How did the cotton mill come to North America? (3.8)

- » A British mill employee named Samuel Slater answered an advertisement that offered a reward for anyone who could build a spinning machine. He memorized every part of the spinning machine in the factory where he worked, then disguised himself as a farm boy and immigrated to the United States. Once there, he spent two years making every part of the machine by hand.

INFERENTIAL—Why do you think a manufacturer would want to use machines instead of humans to do work? (3.2, 3.9)

- » Possible answer: Machines can do work faster than humans. Machines do not need to be paid. Machines can work longer hours.

EVALUATIVE—How did the North change between the late 1700s and 1850? (3.28)

- » In the late 1700s, the North was mostly agricultural. By 1850, it was the country's center of manufacturing. When the American Revolution began, there were only five cities in the whole country. By 1850, there were nearly one hundred cities in the United States, mostly in the North and Midwest.

“The Growth of the Rural South,” pages 6–8

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 6–7 aloud.

CORE VOCABULARY—Point out the vocabulary terms *producer*, *plantation*, and *free enterprise*, and explain their meanings.

SUPPORT—Point out the words *urban* and *rural* in the first paragraph, and remind students that they learned the words in Unit 2. Remind them that *urban* means relating to a city and *rural* means relating to the countryside.

SUPPORT—Explain that farmers in the South decided to specialize in cotton. Specialization is when a person or group of people develops a specific set of skills for a single purpose. Tell the students that, for example, you don't get eyeglasses or groceries at a car wash. You only get your car washed there because that's the area they specialize in. By focusing on one single crop, cotton farmers and workers became experts at planting, growing, and harvesting cotton. Ask: Do you work faster or slower when you become an expert at something? (*faster*) Do you think farmers who specialized made less or more money than farmers who grew several crops? Why? (*More money, because they did not need extra tools or supplies. They also knew the best way to do things.*) (3.15.e)

Invite volunteers to read the next two paragraphs of the section on pages 7–8 aloud.

SUPPORT—Explain that the name *cotton gin* is shortened from cotton engine. Show students the video about the cotton gin.

SUPPORT—Show students the supply and demand video to ensure they understand the dynamics of supply and demand. After the video, reiterate that supply and demand are factors that affect price, or how much the seller charges for a good or service. Ask: What happens to the price of a video game system if a lot of people want it but there aren't a lot of systems left? (*The price of the video game system goes up.*) What would happen if suddenly everyone tried to sell their video game system at once? (*The price of the video game system would go down.*) (3.15.c)

SUPPORT—Use the board and the example of a lemonade stand to demonstrate the concepts of profit and loss. Tell students that lemonade, sugar, and cups cost a total of ten dollars. (The cost of water is minimal.) That's the cost of producing lemonade. When you make more money than the cost of production, you make a profit. Demonstrate how selling twelve dollars in lemonade results in a two-dollar profit. Ask: What do you think happens if you make less money than it cost to buy your lemonade supplies? (*You lose money.*) Explain that making less money than it cost to produce the good or service is called a *loss*. That means your business has lost money. Ask: What would happen to a plantation owner's profits if costs went down but prices stayed the same? (*The plantation owner's profits would grow bigger.*) Point out that in these examples, there are no labor costs. (3.15)

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

Invite volunteers to read the fifth paragraph of the section on page 8 aloud.

CORE VOCABULARY—Point out the vocabulary terms *import* and *export*, and explain their meanings. Emphasize that imports go *into* a country, and exports go *out*.

SUPPORT—Tell students that two main factors affect a buyer’s decision to purchase something. The first is scarcity. Scarcity is how rare something is. When a good or service is rare, people are willing to pay more money for it. That’s why diamonds are expensive and rocks are not. The second factor is opportunity cost. Opportunity cost is the value of what you give up when you purchase something else. Give students the example of having ten dollars to spend on a T-shirt or a movie. If they choose the T-shirt, the opportunity cost is not getting to see the movie. Ask volunteers to give an example of an opportunity cost from their own lives. (3.17)

Invite volunteers to read the last two paragraphs of the section on page 8 aloud.

SUPPORT—Explain to students that Northerners benefited from slavery, even though many opposed it. Textile factories, for example, made cloth using the cotton that enslaved workers picked.

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

EVALUATIVE—Why was cotton in high demand? (3.2, 3.15, 3.16)

- » Cotton was in high demand because factories in the North and in Great Britain needed it to make clothing.

LITERAL—How did free enterprise help farmers meet the needs of their customers? How did that help farmers? (3.15.a, 3.15.b)

- » Free enterprise meant farmers could make their own decisions, which also meant they could choose what they wanted to grow on their farms. Many chose cotton, which was in very high demand and grew extremely well in the American South. Being able to pick their own crops based on demand allowed farmers to sell crops that would make them a lot of money.

EVALUATIVE—How does an imported good differ from an exported good? Give examples. (3.15.d)

- » Imported goods are brought into a country to be sold into that country. Great Britain imported cotton from the United States to sell in Great Britain. An exported good is sent from one country to be sold in another country. The United States exported cotton to Great Britain to be sold in Great Britain.

EVALUATIVE—How did viewpoints about slavery differ between the North and the South? (3.7, 3.28)

- » Most people in the South generally supported slavery. They thought new U.S. territories should allow the practice of enslavement. Most people who lived in the North generally did not support slavery. They did not think slavery should spread outside of the South and into new areas.

INFERENTIAL—Why do you think some Southern farmers wanted the United States to continue allowing the enslavement of people? (3.2)

- » Possible answer: Southern farmers who enslaved people did not have to pay for the labor performed on their farms. Because slaveholders didn't pay their enslaved laborers, they made a lot of profit from their farms. If the United States banned slavery, they would have to pay workers, which would decrease their profits.

"Getting Around," pages 9–10

Scaffold understanding as follows:

Have students read the section on pages 9–10 with a partner.

SUPPORT—Explain that a toll is a fee, tax, or payment for using a road. Ask: Have you ever been on a road you had to pay to drive on? When? Explain that today, some interstates and highways are toll roads, including those that have electronic collections. The tolls are used to pay for the upkeep of the road. (3.5)

After students read the text, ask the following questions:

LITERAL—How had some roads in the East improved by 1800? (3.25)

- » They had been widened so wagons and horses could travel on them.

EVALUATIVE—Why was traveling by stagecoach inconvenient? (3.2)

- » Traveling by stagecoach was inconvenient because it was uncomfortable and it took a long time.

EVALUATIVE—How did turnpikes differ from other roads? (3.9)

- » Turnpikes required that travelers pay a fee before they traveled on the roads. Other roads were free of charge to travelers. Turnpikes were also in better condition than most other roads.

LITERAL—Where were most turnpikes located? Why? (3.26)

- » Most turnpikes were in the East because the East had a lot of travelers who could pay the tolls.

LITERAL—Why did people moving to the West have to travel mainly on foot? (3.28)


- » People moving to the West had to travel mainly on foot because the dirt roads leading west were not wide enough for wagons.


“Steamboats,” pages 10–12


Scaffold understanding as follows:

Read the section on pages 10–12 aloud.

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

 **SUPPORT**—Explain that going downstream means traveling with the flow of the water in the same direction as the water. Traveling upstream means traveling against the flow, or in the opposite direction of the water. It takes more effort and energy to travel against the flow of the water.

 **SUPPORT**—Display the U.S. rivers map, and have students locate the Ohio River and the Mississippi River. Explain to students that parts of these rivers were difficult to navigate because of shallow waters. They were also nearly impossible to travel upstream on using a flatboat. Have students locate the mouth of the Mississippi River on the Gulf of America, and tell students that New Orleans is located in this area. Ask students if they know which state New Orleans is located in. (*Louisiana*) Display the map of the United States, and have students locate Louisiana. (3.19)

 **SUPPORT**—Display the U.S. rivers map, and have students locate the Hudson River. Then display the map of the United States and have them locate the state of New York. (3.19)

SUPPORT—Point out the word *folly* in the second sentence of the fourth paragraph of the section. Explain that a folly is a foolish act or idea. Ask: Why might people call Fulton’s boat a folly? (*They had never seen or heard of a boat that could move upstream.*) (3.4.a)

After reading the text, ask the following questions:

EVALUATIVE—What were the advantages of transporting goods on a flatboat instead of by road? (3.9)

- » Flatboats could carry goods downstream faster than wagons could carry goods by road. It was also cheaper to ship goods by river than to ship by road.

EVALUATIVE—What were the disadvantages of transporting goods by flatboat? (3.9)

- » Flatboats could only carry goods downstream. That meant farmers could not ship goods by water to anyone upstream. Flatboats also weren't reusable because they couldn't float upstream. Flatboat owners disassembled the boats at their final destination, sold the lumber, then had to get back home on horseback or foot. This meant they could only use each flatboat for one journey.

EVALUATIVE—How did the steamboat change river travel and river trade? (3.9)

- » The steamboat enabled people and goods to travel upstream as well as downstream. It also allowed people and goods to reach their destinations faster.

LITERAL—What was the *Clermont*, and why was it significant? (3.9)

- » The *Clermont* was the steamship invented by Robert Fulton. It made the trip up the Hudson River against the current in less time than a horse-drawn wagon could while carrying a much larger cargo.

INFERENTIAL—Why was it necessary to build the Erie Canal? (3.9)

- » Roads were too slow, and there weren't any existing waterways that farmers could use to ship their goods to Albany.

"Railroads," pages 12–13

Scaffold understanding as follows:

Have students read the section on pages 12–13 independently.

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

SUPPORT—Tell students that although Peter Cooper made the first locomotive in the United States, he didn't invent the steam locomotive. That honor is usually attributed to George Stephenson, a British inventor. Cooper actually wasn't in the locomotive business at all when he created his steam engine; he owned an ironworks company that was supplying the iron used to build railroad tracks for the Baltimore and Ohio Railroad Company. The British engineers who supplied the locomotive meant for the railroad didn't think it would be able to handle the steep and rough American terrain, so Cooper built his own.

After students read the text, ask the following questions:

EVALUATIVE—In what ways were stagecoach and railroad travel similar? In what ways were they different? (3.2, 3.9)

- » Both stagecoaches and railroads could be uncomfortable for passengers, as well as potentially dangerous. Travel by railroad was faster than traveling by stagecoach.


EVALUATIVE—What were the drawbacks of the early railroads? (3.9)

- » The early railroads had a few drawbacks. Passengers had to switch trains every forty or fifty miles. The railroads ran mostly between the western and eastern states; few ran through the South. Early train travel was also dangerous. Locomotive smokestacks sometimes showered passengers with sparks. Railcars often jumped off rail tracks, and steam engines sometimes blew up.

EVALUATIVE—Why did railroads become the most important form of transportation in America? (3.2, 3.9)

- » Railroads were faster than other methods of travel and could be built in any direction and on any type of land.

Primary Source Feature: “Nineteenth-Century Images of North, South, Midwest, and West,” pages 14–15

 **Background for Teachers:** Lowell, Massachusetts, was one of the very first factory towns in the United States. It was named after Francis Cabot Lowell, a pioneer of the textile industry in the United States and one of the founders of the Boston Manufacturing Company. The Lowell mills manufactured cotton. The buildings depicted in this image aren't just cotton mills; some of them are dormitories where workers lived. Most of those workers were young women and children who ran the weaving looms and other machines.

The plantation depicted in the second image is the Olivier Plantation, also known as Orange Grove. It was built around 1820 and initially had a large family home (the white building on the left), several villas with gardens, orchards, multiple horse farms and dairies, and brickyards and lumberyards. The plantation, which was in Louisiana, primarily grew sugarcane. Artist Marie Adrien Persac's version of the plantation house and some of its outbuildings, painted in 1861, did not reflect the reality of the property at the time. Parts of the property had been sold off over the years, and in 1835, the house became part of a home for orphaned boys. By 1854, it and the rest of the orphanage's campus was surrounded by a brick wall. The house was demolished in 1949.

In the early 1830s, Chicago was a tiny town of 350 residents, but by 1850, it had quickly grown into a city of nearly thirty thousand residents. Ten years later, the population had more than tripled. The city was of great strategic importance due to its location at the junction of the Chicago River and Lake Michigan. It

served as a port for goods that would eventually be shipped down the Illinois River and then the Mississippi River. To accommodate the growing population, a street grid was built. Randolph Street, shown in the third image, ran west to east, starting at Lake Michigan. Businesses formed along streets such as this one to serve the people who were moving into the growing city.

While Chicago had become a bustling city of more than five hundred thousand by 1880, people in other parts of the country still lived in rural areas. Residents of Kansas built houses similar to the one shown in the fourth image. Without stones or trees to provide wood, people living on the Great Plains needed to find other materials to build their homes. They used sod, which is the top layer of grassy soil and its roots. It could be cut into bricks for use in the construction of walls. Water was drawn from wells that were powered by windmills.

Scaffold understanding as follows:

Introduce the sources to students by reviewing what students read about the North, South, Midwest, and West. Create a four-column chart on the board or chart paper. Label the columns “North,” “South,” “Midwest,” and “West.” Have students identify details to include in each column.

Then have students look at the images in the Primary Source Feature on pages 14–15. Explain that three of these images are paintings, not photographs. They may not depict these locations in completely correct detail, but they give an idea of what these places looked like back in the 1800s. The image of the sod house is a photograph.

Explain that each of the four regions has an image. Have students use the details in the four-column chart to identify which is which.

SUPPORT—Have students focus on the two top images. Ask: Are these settings urban or rural? (*urban*) How can you tell? (*Students will likely point out the size and number of buildings.*) Then have students focus on the two bottom images. Are these settings urban or rural? (*rural*) How can you tell? (*Students will likely point out the lack of buildings and the amount of open land.*) (3.3.a, 3.3.c, 3.26, 3.28)

SUPPORT—Direct students to the image of the Lowell mills. Ask: What details do you notice? What do those details tell you about Lowell? What *doesn't* the painting show you about Lowell? (*It doesn't show the people of Lowell—the residents, the factory owners, or the mill workers.*) (3.3.a)

SUPPORT—Direct students to the image of Olivier Plantation. Ask: What is missing from the bottom image? Guide students to recognize that plantations were large farms, but there are no crops or fields or enslaved farm workers shown in the image. Ask: Whose perspective is this painting from? Whose view of plantation life is it showing us? (*It is showing the perspective of a free person, likely the plantation owner.*) (3.3.a)

Ask the following questions:

LITERAL—What places are depicted in each of the images? (3.3.a)

- » The top-left image with all the buildings is of the Lowell textile mills. The bottom-left image is of the Olivier Plantation. The top-right image with the horses and carriages in the streets is of Randolph Street in Chicago. The bottom-right image is of a sod house in Kansas.

LITERAL—What are the similarities between the places shown in the first two images? What are the differences? (3.3.c)

- » Both paintings show buildings near bodies of water. There are trees and grass. The buildings in the top painting, which is set in the North, are textile mills. You can see smoke from the mills rising from the left side of the picture. The sky is dark, like the air is polluted. The mills are many stories high; there are no homes in this area and no room for farms. The painting on the bottom is of a plantation. Its buildings are smaller. One is a home. The sky is light blue. There is lots of clear land for growing crops.

EVALUATIVE—Make a claim about which place in the first two images appears to be more pleasant. Cite details from the painting to support your answer. (3.3, 3.3.a, 3.3.b, 3.4, 3.4.a)

- » Possible answer: The plantation appears to be more pleasant to visitors, although the history of the place might make some people see it differently. The artist's use of light colors makes it seem like a happy, peaceful place. The lake is smooth and still, which suggests that the weather is mild. The women walking on the path are dressed nicely, which tells me that wealthy people live here.

INFERENTIAL—What might be some benefits and drawbacks of living in each of the places represented in the third and fourth images? (3.3.a, 3.3.c, 3.26, 3.28)

- » Possible answer: Chicago would have more conveniences, and it would be easier to get items that are needed to live. However, Chicago was much more crowded. Kansas offered the benefits of having more open space, but it offered fewer conveniences.

Activity Page



AP 1.2

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

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. (3.1)
- Review and discuss the Framing Question: “How were the regions of the United States different before the Civil War?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How were the regions of the United States different before the Civil War?”
 - » Key points students should cite include: the North was largely industrial, while the South was mostly agricultural; Northern industry was heavily focused on the production of textiles, shoes, and household goods; the South’s major cash crop was cotton; the North was more urban, and the South was more rural; the North and West had access to many rail lines, but the South did not; people in the South were more likely to support slavery than people in the North; Southern agriculture relied on slavery for profitability; the Southern population had a large proportion of enslaved people.
- Choose one of the Core Vocabulary words (*distinct, manufacturing, mill, producer, plantation, free enterprise, consumer, import, export, flatboat, or locomotive*), and write a sentence using the word.

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

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

Activity Page



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/>

CHAPTER 2

TOPIC: Slavery, Civil War, and Abolition

The Framing Question: How was slavery abolished in the United States?

Primary Focus Objectives

- ✓ Identify influential abolitionists. (3.6.a)
- ✓ Explain the purpose and effects of the Underground Railroad. (3.2, 3.8)
- ✓ Describe Abraham Lincoln’s role in ending slavery in the United States. (3.6.a)
- ✓ Evaluate the importance of the Emancipation Proclamation and the Thirteenth Amendment. (3.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *unalienable*, *abolish*, *constitutional amendment*, *secede*, *civil war*, and *emancipation*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Slavery, Civil War, and Abolition”:

<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)
- images from the Internet of the Lincoln Memorial
- map from the Internet of the Mason-Dixon Line

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

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

Core Vocabulary (Student Reader page numbers listed below)

unalienable, adj. unable to be taken away or denied (16)

Example: We all have the unalienable right to do what makes us happy as long as it doesn’t hurt anyone else.

Variations: inalienable

abolish, v. to end; to stop something completely (18)

Example: Some members of the city council wanted to abolish taxes altogether.

Variations: abolishes, abolishing, abolished, abolition (n.)

constitutional amendment, n. a change made to the United States Constitution (20)

Example: After the nineteenth constitutional amendment was added, women were guaranteed the right to vote.

Variations: constitutional amendments

secede, v. to formally withdraw membership (23)

Example: South Carolina was the first state to secede from the United States after Abraham Lincoln became president.

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

civil war, n. a war between people who live in the same country (25)

Example: A civil war was fought between the Union and the Confederacy in the 1860s.

Variations: civil wars

emancipation, n. the act of setting or being set free (25)

Example: The enslaved worker asked her slaveholder for emancipation.

Variations: emancipate (v.)

THE CORE LESSON 35 MIN

Introduce “Slavery, Civil War, and Abolition”

5 MIN

Review what students read in Chapter 1 about Northern industrialization, Southern agriculture, and advancements in transportation. Emphasize that plantations in the South depended on enslaved workers. Explain that in this chapter, students will read more about slavery in the United States as well as the Civil War which, after years of bloody conflict, resulted in the end of the practice.

Call students’ attention to the Framing Question. Tell students to watch for information that explains how slavery was abolished in the United States.

Guided Reading Supports for “Slavery, Civil War, and Abolition”

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.

“Unalienable Rights,” pages 16–18

Scaffold understanding as follows:

Read the section on pages 16–18 aloud.

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

SUPPORT—Remind students that they learned about the Declaration of Independence and unalienable rights in Unit 1. On the board or chart paper, display the first sentence of the second paragraph of the declaration’s preamble: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.” Ask: Who were the Founders talking about when they stated that “all men are created equal”? (*They were talking about all white men.*) How has that interpretation changed over time? (*Now we interpret it as all people, not just white men.*) (3.5, 3.11)

SUPPORT—Explain that even though delegates to the Constitutional Convention agreed that no new enslaved people would be brought into the United States, they did not agree to stop enslaving people or stop relying on slave labor. Children could still be born into slavery, and slaveholders could still buy and sell enslaved people.

SUPPORT—Explain to students that the Framers of the Constitution included a clause that declared that three out of every five enslaved persons would be counted when determining the population of a state. This is called the Three-Fifths Clause or the Three-Fifths Compromise.

After reading the text, ask the following questions:

LITERAL—What is an unalienable right? (3.10.e, 3.11)

- » An unalienable right is a right that cannot be taken away.

EVALUATIVE—Why was slavery accepted in many parts of the United States? (3.7, 3.8)

- » Slavery was accepted in many parts of the United States because people felt it was necessary for meeting the demand for agricultural goods like cotton, tobacco, and sugar.

“Abolition,” pages 18–20

Scaffold understanding as follows:

Read the section on pages 18–20 aloud.

CORE VOCABULARY—Point out the vocabulary terms *abolish* and *constitutional amendment*, and explain their meanings.

SUPPORT—Point out that *abolish* and *abolition* have similar meanings because they share that same root, *abol*, which comes from a Latin word that means to destroy or put an end to. The suffix *-tion* means act or process of. When put together, *abolition* means the process of ending. The suffix *-ist* means someone who. An abolitionist is someone who wants to end something. It is most commonly used to refer to someone who wants to end slavery. In U.S. history, the words *abolition* and *abolitionist* are usually used in relation to ending slavery.

SUPPORT—Explain that the word *liberate* means to set free. A liberator is someone who sets people free. Ask: Who was Garrison trying to set free? (*enslaved people*) (3.7)

SUPPORT—Explain that in many states, it was illegal to teach enslaved people how to read and write. Ask: Why might someone call Frederick Douglass’s achievements remarkable? (*Possible answer: As a former slave, it would have been hard or even against the rules for him to learn how to read and write. Not only did he do those things, but he also wrote a book and published a newspaper.*) (3.6.a)

Note: Students will learn more about Sojourner Truth in Unit 6.

After reading the text, ask the following questions:

LITERAL—What was the goal of abolition? (3.7)

- » The goal of abolition was ending slavery.

LITERAL—Who was William Lloyd Garrison? (3.7)

- » William Lloyd Garrison was a leader of the abolitionist movement and the publisher of an abolitionist newspaper called *The Liberator*.

LITERAL—Who was Frederick Douglass? (3.6.a)

- » Frederick Douglass had escaped from slavery. He was an author, a newspaper publisher, and a leading abolitionist.

EVALUATIVE—What did Frederick Douglass and Sojourner Truth have in common? (3.6.a)

- » Frederick Douglass and Sojourner Truth were both abolitionists who had been enslaved and escaped to freedom. They each publicly spoke about their experiences with slavery.


INFERENTIAL—Why do you think it took so long for the abolition movement to catch on in the North? (3.2, 3.7)

- » Possible answer: Many Northerners might not have understood how badly enslaved people were treated until they heard stories from former enslaved people themselves.

Scaffold understanding as follows:

Invite volunteers to read the section “The Underground Railroad” on pages 20–23 aloud.

SUPPORT—Call attention to the image on page 22 of Harriet Tubman and the North Star. Explain that slaves referred to Harriet Tubman as “Moses,” who was an important figure in both Judaism and Christianity. According to the Old Testament, Moses led the enslaved Israelites out of Egypt and across the Red Sea to freedom. Ask: Why do you think people called Harriet Tubman “Moses”? (*because she also led enslaved people to freedom*) (3.6.a)

 **SUPPORT**—Show students the map of the Mason-Dixon Line. Point out the solid red line that outlines the border between Pennsylvania and Maryland. Explain that this border is often referred to as the Mason-Dixon Line. It was the unofficial border between the North and South. The dotted red line is the unofficial extension of the Mason-Dixon Line that shows the separation between free states and slave states prior to the Civil War. Explain that conductors on the Underground Railroad had to get their “passengers” across the Mason-Dixon Line to safety in the North or in Canada.

Invite a volunteer to read the sidebar “Harriet Beecher Stowe” on page 21 aloud.

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

LITERAL—What was the Underground Railroad? (3.7, 3.8)

- » The Underground Railroad was a network of people who helped transport escaped slaves to free states in the North and to Canada.

EVALUATIVE—Why was the Underground Railroad given its name? (3.2)

- » The Underground Railroad was given its name because it was a secret way of transporting enslaved people to safety. *Underground* meant that it relied on being kept secret.

LITERAL—What traits and skills did a conductor on the Underground Railroad need? Why? (3.8)

- » A conductor on the Underground Railroad needed to be brave because helping people escape slavery was dangerous work. They had to be inventive and cautious so they and their passengers didn’t get caught. They had to know a lot about local geography and nature so they knew which foods were safe to eat and whether they were moving in the right direction.

EVALUATIVE—How did Harriet Beecher Stowe bring attention to the cruelty of slavery? (3.6, 3.7)

- » Stowe brought attention to the cruelty of slavery by writing a book called *Uncle Tom’s Cabin*.

Scaffold understanding as follows:

Read the section on page 23 aloud.

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

SUPPORT—Make sure students understand that *secede* is not the same as *succeed*. The words sound different and mean different things.

SUPPORT—Explain that while he was running for president, Lincoln and the Republican Party vowed that they would not abolish slavery in the South or where it already existed. Southern Democrats didn’t believe them. They promised to leave the Union if *any* Republican was elected president. Lincoln was elected to the presidency in November 1860. In December, South Carolina became the first state to secede. Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas had all left the Union before Lincoln was sworn into office in March.

SUPPORT—Show students the online gallery of images of the Lincoln Memorial in Washington, D.C. Ask: Why do you think President Lincoln had such a big monument built in his honor? (*Possible answers: He helped free enslaved people. He helped the country get through the Civil War. He was a good president.*) Tell students that Lincoln’s face is engraved into the side of Mount Rushmore in South Dakota alongside George Washington, Thomas Jefferson, and Theodore Roosevelt. Lincoln’s face is also featured on the penny! **(3.6.d)**

Note: For more about the life of Abraham Lincoln, see the Core Knowledge Voices in History™ biography *Abraham Lincoln: Defender of a Nation*.

After reading the text, ask the following questions:

EVALUATIVE—Why did people in the South want slavery to remain legal? **(3.2, 3.7)**

- » Southerners wanted slavery to remain legal in the South so farmers could continue growing crops for large amounts of money. Enslaved people were not paid for their work.

EVALUATIVE—Why didn’t many people in Southern states support Abraham Lincoln when he ran for president in 1860? **(3.2)**

- » Many Southerners didn’t support Lincoln’s run for the presidency because they thought he wanted to end slavery in the United States and did not believe him when he said he would not.

INFERENTIAL—Did Southerners’ beliefs about Lincoln’s plans for slavery in the United States match what Lincoln said he was going to do about slavery? Explain your answer. **(3.4.b)**

- » No, Southerners’ beliefs about Lincoln did not match what Lincoln said he was going to do. Lincoln said he wanted to stop the spread

of slavery into new states. He did not say he wanted to end slavery in the United States altogether. But Southerners didn't listen to Lincoln's guarantee. They assumed he was going to abolish slavery if he became president.

"Civil War," pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 with a partner.

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

SUPPORT—Emphasize that a civil war is a war between two groups in the same country. In this case, that means Americans fighting other Americans.

SUPPORT—Point out the word *tensions* in the second paragraph of the section, and explain that tensions are uncomfortable, often angry feelings.

SUPPORT—Tell students that the four additional states that seceded from the Union in April 1861 were Arkansas, Virginia, North Carolina, and Tennessee.

After students read the text, ask the following questions:

LITERAL—What name did the seceding states give to their new country? (3.7)

- » They named their country the Confederate States of America, or the Confederacy.

LITERAL—Who was the president of the Confederacy? (3.7)

- » Jefferson Davis was the president of the Confederacy.

EVALUATIVE—How did the purpose of the Civil War change over time? (3.7)

- » At the beginning of the Civil War, the war's purpose was to reunite the Confederacy and the Union. After about a year and a half of fighting, the purpose of the war also included ending slavery.

"The Emancipation Proclamation," page 25

Scaffold understanding as follows:

Read the section on page 25 aloud.

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

SUPPORT—Explain that the word *proclamation* means a public declaration or announcement.

SUPPORT—Explain to students that the Emancipation Proclamation did not free slaves everywhere in the United States. Lincoln only freed slaves in states that were rebelling against the Union, or the states in the Confederacy. The “border states” (states located in between the Union and the Confederacy) that supported slavery but had not left the Union, such as Maryland and Missouri, were not affected by the proclamation.

SUPPORT—Tell students that the first Juneteenth celebration happened in 1866, the year after formerly enslaved people in Galveston learned the news of their freedom. Since then, the tradition has spread through Texas and into other parts of the country. In 2021, Juneteenth officially became a federal holiday.

After reading the text, ask the following questions:

LITERAL—What did the Emancipation Proclamation do? (3.12)

- » It freed slaves in the states that had seceded from the Union.

LITERAL—Where was slavery still legal after the Emancipation Proclamation? (3.12)

- » Slavery was still legal in the border states that allowed slavery and remained in the Union, such as Missouri and Maryland.

LITERAL—Why were some African Americans in Texas still enslaved after the Civil War ended? (3.6.b)

- » African Americans in parts of Texas were still enslaved even after the war’s end because they had not yet heard about the Emancipation Proclamation or that the war had ended.

EVALUATIVE—How is Juneteenth similar to the Fourth of July? (3.2, 3.5, 3.6.b)

- » Juneteenth is similar to the Fourth of July because both days celebrate independence. The Fourth of July celebrates Americans’ independence from Great Britain. Juneteenth celebrates African Americans’ independence from slavery.

“Freedom for Enslaved People,” pages 26–27

Scaffold understanding as follows:

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

SUPPORT—Read the Thirteenth Amendment aloud to students: “Neither slavery nor involuntary servitude, except as a punishment for crime

whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.” Explain that *involuntary servitude* is when a person is forced to work for someone else. Ask: Is slavery a form of involuntary servitude? (yes) According to the Thirteenth Amendment, when is it okay to force someone to work for you? (when that person is being punished for a crime) (3.3.a, 3.12)

SUPPORT—Explain that the United States didn’t automatically reunite or go back to normal immediately after the end of the Civil War. The states that seceded from the country had to meet certain requirements, including approving the Thirteenth Amendment, before they could be let back into the Union. The nation entered a period known as Reconstruction, which was focused on rebuilding the war-torn South and expanding civil rights for the formerly enslaved.

After students read the text, ask the following questions:

LITERAL—Who led the Union and Confederate armies at the end of the Civil War? (3.6)

- » At the end of the Civil War, Ulysses S. Grant led the Union army and Robert E. Lee led the Confederate army.

LITERAL—Who won the Civil War? When did it end? (3.6)

- » The North won the Civil War. The war ended on April 9, 1865, when Confederate general Robert E. Lee surrendered to Union general Ulysses S. Grant.

INFERENTIAL—Why did President Lincoln insist on passing a constitutional amendment that banned slavery? (3.7, 3.12)

- » Possible answer: The Constitution is the highest law in the land. He wanted to make sure that nobody could make a law that allowed slavery ever again.

LITERAL—What did the Thirteenth Amendment do? (3.7, 3.12)

- » The Thirteenth Amendment officially banned slavery in the United States.

Primary Source Feature: “Excerpt from ‘What to the Slave Is the Fourth of July?’ by Frederick Douglass,” page 28

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 28.

Introduce the source to students by reviewing what students read about Frederick Douglass. Explain that in addition to writing his autobiography and publishing a newspaper, Douglass also gave speeches in support of abolition. This source is an excerpt from one of those speeches.

Read the title of the speech aloud. Have students explain what the Fourth of July is and what it means to most Americans. Ask: How might an enslaved person feel about the Fourth of July? Explain that in this excerpt, that is the question that Douglass is answering.

Read the excerpt aloud as students follow along.

SUPPORT—Point out the word *gross* in the second sentence of the excerpt. Ask: What do you think of when you hear the word *gross*? (*Ewww! Disgusting! etc.*) Explain that *gross* is a word that has multiple meanings. In this context, it means huge.

SUPPORT—Point out the word *sham* in the third sentence of the excerpt. Tell students that a sham is a trick or a fake.

SUPPORT—Point out the word *mockery* in the third sentence of the excerpt. Tell students that it means an insulting action.

TURN AND TALK—How does Frederick Douglass feel about the Fourth of July? How do you know? (3.3.a, 3.3.b, 3.4.a)

- » Frederick Douglass does not like the Fourth of July. He calls it a “sham” and a “mockery” that “cover[s] up crimes.” He’s saying that he’s shocked that a nation that enslaves people proudly celebrates independence.

Ask the following questions:

LITERAL—What does Douglass say about the people of the United States in this passage? (3.3, 3.3.a, 3.4.a)

- » He says the people of the United States engage in “practices more shocking and more bloody” than any other nation on Earth.

EVALUATIVE—Why does Douglass say that the Fourth of July is a sham and a mockery to enslaved people? (3.3, 3.3.b)

- » Douglass says the Fourth of July is a sham and a mockery to enslaved people because it celebrates freedom even though a large part of the American population is not free.

EVALUATIVE—In your own words, what claim does Douglass make about the Fourth of July in this excerpt? (3.3, 3.4)

- » Possible answer: Douglass claims that the Fourth of July means nothing to enslaved people.

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

Activity Page



AP 1.2

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. (3.1)
- Review and discuss the Framing Question: “How was slavery abolished in the United States?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How was slavery abolished in the United States?”
 - » Key points students should cite include: abolitionists such as William Lloyd Garrison, Frederick Douglass, and Sojourner Truth wrote books and made speeches to convince people that slavery was wrong; conductors on the Underground Railroad such as Harriet Tubman guided enslaved people to safety; Abraham Lincoln delivered the Emancipation Proclamation, which freed the slaves in rebellious states; the Union won the Civil War; Congress passed the Thirteenth Amendment, which outlawed slavery.
- Choose one of the Core Vocabulary words (*unalienable, abolish, constitutional amendment, secede, civil war, or emancipation*), and write a sentence using the word.

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/>

Teacher Resources

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Assessment: Chapter 1—New Industries and Improved Transportation

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

1. What issue separated people in the North and South? (3.28)
 - a) voting
 - b) slavery
 - c) religion
 - d) land use

Use the T-chart to answer questions 2 and 3.

North	South

2. Which details go in the South column? Select the **two** correct answers. (3.28)
 - a) mostly rural
 - b) all large plantations
 - c) connected to the West by railroads
 - d) economy based on agriculture
 - e) imported cotton from all over the world
3. Which details go in the North column? Select the **two** correct answers. (3.28)
 - a) was the center of the U.S. slave trade
 - b) banned all forms of slavery
 - c) slavery mostly uncommon
 - d) many residents eventually opposed slavery
 - e) needed enslaved workers for economic success

4. Use the image to answer the question.



This is an image of a _____ . (3.3.a, 3.25, 3.26)

- a) mill town
- b) plantation
- c) university
- d) rural town

Use the image to answer questions 5 and 6.



5. What machine is being used in this picture? (3.9)

- a) spinning machine
- b) steam engine
- c) locomotive
- d) cotton gin

6. Who invented this machine? (3.6)

- a) Eli Whitney
- b) Peter Cooper
- c) Samuel Slater
- d) Francis Lowell

7. Use the image to answer the question.



What was a drawback of this vessel? (3.9)

- a) It tended to explode.
 - b) It was expensive to build.
 - c) It could not travel upstream.
 - d) It could not carry large loads.
8. Which invention changed the way Americans traveled on land and water? (3.9)
- a) railcar
 - b) turnpike
 - c) paddle wheel
 - d) steam engine
9. What advantage did railroads have over stagecoaches? (3.9)
- a) They were faster.
 - b) They made more stops.
 - c) They could go anywhere.
 - d) They were less dangerous.

10. Use the image to answer the question.



This is an image of _____. (3.3.a, 3.26)

- a) a Northern city
- b) a Louisiana plantation
- c) a small Southern farm
- d) a growing Ohio railroad town

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

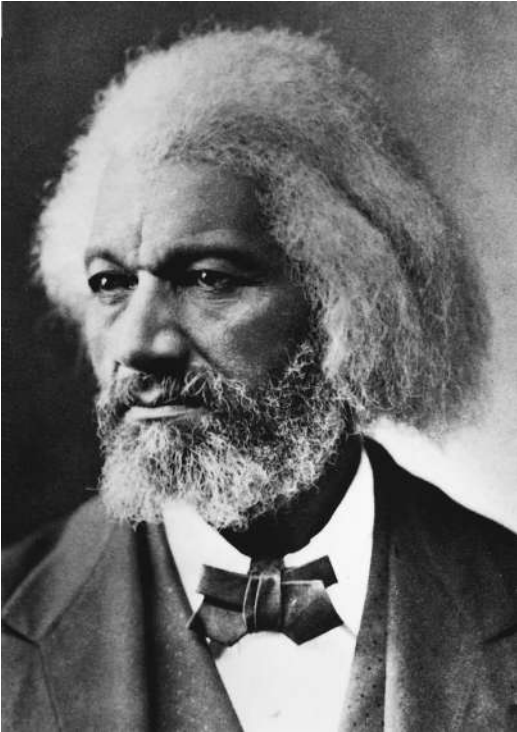
State a reasonable claim about how advancements in technology divided the North and the South. Then support your claim with evidence from Chapter 1. (3.2, 3.4, 3.4.a, 3.4.c, 3.9, 3.28)

Assessment: Chapter 2—*Slavery, Civil War, and Abolition*

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

1. What was the relationship between cotton and enslaved labor in the South? (3.2, 3.3.a, 3.16)
 - a) As the supply of cotton grew, the demand for enslaved workers fell.
 - b) As the demand for enslaved workers fell, the supply of cotton grew.
 - c) As the demand for cotton grew, so did the demand for enslaved workers.
 - d) As the supply of enslaved workers grew, so did the supply of cotton.

Use the image to answer questions 2 and 3.



2. Who is this person? (3.6.a)
 - a) Jefferson Davis
 - b) Sojourner Truth
 - c) Frederick Douglass
 - d) William Lloyd Garrison
3. What is he known for? Select the **three** correct answers. (3.6.a)
 - a) He was an author.
 - b) He was an abolitionist.
 - c) He was a newspaper publisher.
 - d) He was a presidential candidate.
 - e) He was a leader of the Confederacy.
 - f) He was an Underground Railroad conductor.

4. Use the image to answer the question.



What is Harriet Tubman doing in this image? (3.4.a, 3.6.a)

- a) leading Confederate soldiers into a trap
 - b) convincing Northerners that slavery is wrong
 - c) helping people escape on the Underground Railroad
 - d) reuniting families that have been separated by slavery
5. Eleven states left the Union after Abraham Lincoln was elected president because they thought he was going to _____. (3.6.a, 3.7)
- a) raise taxes
 - b) abolish slavery
 - c) sell Southern farmland
 - d) stop the spread of slavery
6. Why did President Lincoln send Union troops into war following the Confederacy's attack on Fort Sumter? (3.6.a)
- a) He thought it was the only way to reunite the country.
 - b) He wanted to punish Southerners for leaving the United States.
 - c) He wanted to scare Confederate leaders into surrendering.
 - d) He knew it was the best chance of ending slavery in America.
7. What did the Emancipation Proclamation do? (3.3.a, 3.6.a, 3.7, 3.12)
- a) It banned slavery in Union states.
 - b) It banned slavery in the United States.
 - c) It freed all enslaved people in the United States.
 - d) It freed all enslaved people in Confederate states.
8. What did the Thirteenth Amendment do? (3.3.a, 3.7, 3.12)
- a) It reunited the Union.
 - b) It freed enslaved Americans.
 - c) It officially ended the Civil War.
 - d) It banned slavery in the United States.

9. What document did the Thirteenth Amendment change?
- a) the Declaration of Independence
 - b) the Emancipation Proclamation
 - c) the Articles of Confederation
 - d) the Constitution
 - e) the Bill of Rights

10. What does the Juneteenth holiday celebrate? (3.6.a, 3.6.b)
- a) the end of the Civil War
 - b) the end of slavery in the United States
 - c) the end of the French and Indian War
 - d) the passage of the Fifteenth Amendment

11. Use the passage to answer the question.

What, to the American slave, is the Fourth of July? I answer, a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham . . .

Which statement summarizes the claim Douglass makes in the excerpt? (3.3.a, 3.3.b)

- a) White Americans do not celebrate the Fourth of July.
 - b) The Fourth of July should be a day of celebration, not sadness.
 - c) A country that enslaves people has no right to celebrate freedom.
 - d) The Fourth of July is a fitting way to honor Americans' struggles for freedom.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Explain two different ways in which people worked to end slavery in the United States.

As you write, be sure to fully answer all parts of the prompt using information from the chapter that support your response. (3.2, 3.4.a, 3.4.b, 3.4.c, 3.6, 3.12)

Performance Task: A Changing Nation

Teacher Directions: The United States prior to the Civil War is often characterized as being divided into two different factions: the abolitionist North and the slaveholding South. Reality was far more complicated. According to historical evidence, slavery was present on both sides of the Mason-Dixon Line, and attitudes were slow to change across the board. Slavery was an American institution, no matter a person’s individual beliefs or which part of the country they called home.

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 Reader 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:

How true is this statement? *Slavery was important to both the North and the South.* (3.4, 3.4.a, 3.4.b, 3.4.d, 3.28)

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:	It is true that slavery was important to both the North and the South.
Reason:	The North needed cotton to supply its mills. Enslaved labor in the South supplied the cotton, so the North relied on enslaved labor just as much as the South.
Evidence:	<p>Land in the far north wasn’t good enough for large-scale farming. Manufacturing made more economic sense.</p> <p>The invention of the spinning machine made cotton manufacturing profitable for Northern industrialists.</p> <p>Cotton grew best in the Deep South, but it was a labor-intensive crop, even after the introduction of the cotton gin.</p> <p>Southern farmers wanted to meet the high demand for cotton in the North and in Great Britain, but they also wanted to make high profits. Doing this required keeping production costs low.</p> <p>Enslaved laborers didn’t have to be paid, and they could be forced to work long hours planting, picking, and cleaning cotton.</p> <p>Cotton was sent to the North, where it was made into cloth. Northern manufacturers sold that cloth in the United States and could export it around the world.</p> <p>Even Northerners who didn’t sell cloth wore the products of enslaved laborers’ work.</p>
Counterclaim and Answer:	Slavery was not as important to the North as it was to the South. The North’s economy was based on cloth manufacturing for only a short time before it expanded into the manufacturing of other goods that were not related to cotton.

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 the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

3	<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, is focused, and demonstrates strong understanding of the United States prior to the Civil War; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Some Northerners were slaveholders.• Northern industries, including the cloth manufacturing industry, often relied on the agricultural products produced by enslaved workers.• Some goods enjoyed in the North, including the cotton that went into the cloth and sugar from sugarcane, originated through slave labor in the South.• The North established a manufacturing economy without relying on enslaved labor.• Northerners were not eager to adopt abolitionist views.
2	<p>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 the United States prior to the Civil War, 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 focused, but some minor errors may be present.</p>
1	<p>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 the United States prior to the Civil War, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.</p>
0	<p>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 the United States prior to the Civil War. The presentation may exhibit major issues with organization and/or focus.</p>

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 growing divisions between the North and the South in the decades leading up to the Civil War.

In this unit, students will examine how the South's economy remained almost entirely agricultural while the North embraced the early days of the Industrial Revolution. They will compare and contrast the North's urban population centers and the South's rural farming communities. They will also learn how the invention of the steam engine changed river and land transportation across the nation.

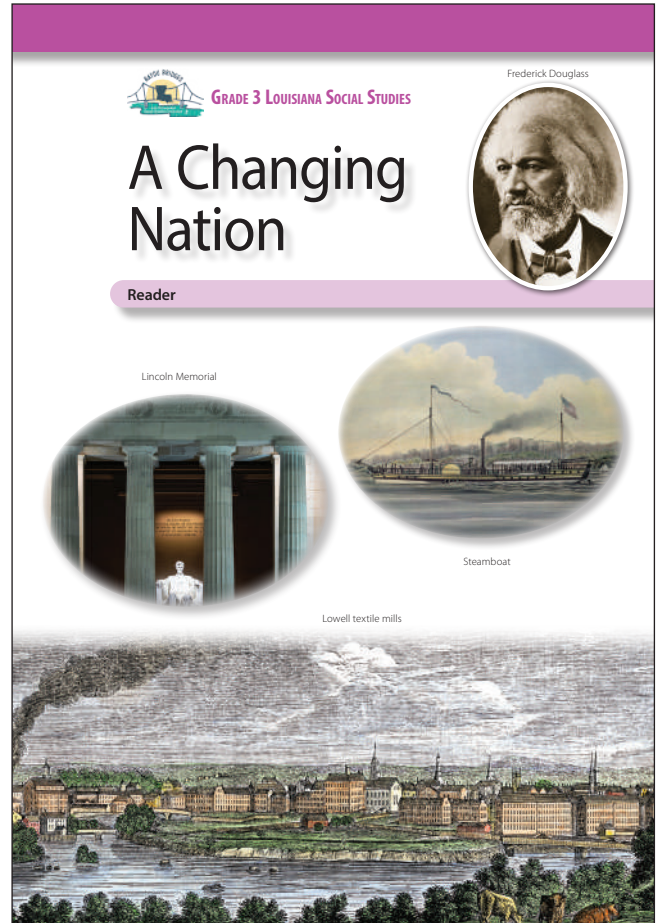
As part of their exploration, students will also learn about slavery, abolition, and the Civil War. They will learn that slavery has a long history in the United States, with the first African slaves being brought to the colonies in the 1600s. Over time, slavery became the cornerstone of life in the South, especially with the region's economic reliance on labor-intensive cash crops like cotton. They will read about the reluctance of Americans from both the North and the South to support abolition and about abolitionists such as Frederick Douglass and Sojourner Truth, who shared their stories to help change minds.

Students will learn that the election of Abraham Lincoln was a turning point in the debate over slavery in the United States. Worried that Lincoln would try to end slavery throughout the country, Southern states broke away to form the Confederate States of America in order to protect their way of life. Initially, Lincoln viewed war as the only way to reunite the nation; after a year and a half of fighting, the Civil War also became a battle over slavery.

Finally, students will learn how the Emancipation Proclamation, the end of the Civil War, and the Thirteenth Amendment each contributed to and protected the freedoms of formerly enslaved people and future generations of Americans.

Slavery and the Civil War can be sensitive issues to discuss. The beliefs and events of this time in American history are presented here as historical and cultural information in an age-appropriate way.

Please let us know if you have any questions.



Name _____ Date _____

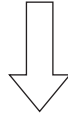
Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

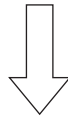
SOURCE:

Claims and Evidence

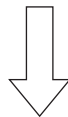
STATE THE CLAIM *What opinion or position are you defending?*



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?*

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Use the words in the word bank to complete the crossword puzzle.

consumer	distinct	export	flatboat
free enterprise	import	locomotive	manufacturing
mill	plantation	producer	

Across:

- 2. to bring goods into a country to sell there
- 5. a large farm where cash crops are grown on behalf of the person who owns the land
- 8. a system in which businesses operate with minimal government involvement
- 9. a person who purchases goods

Down:

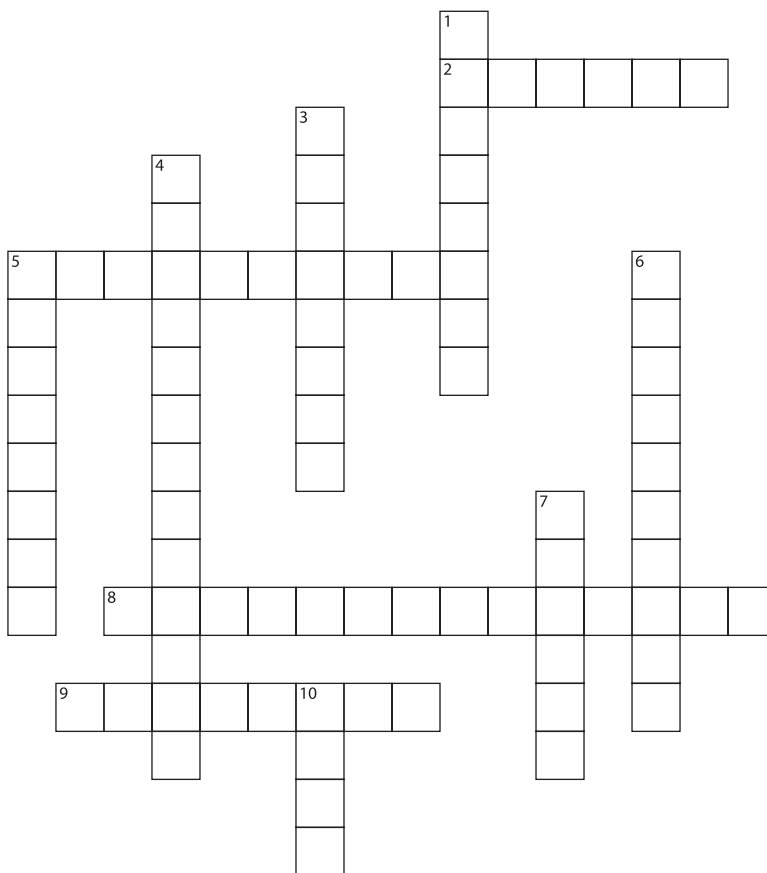
- 1. recognized as being different from something else
- 3. a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house
- 4. the production of items in large numbers for sale or trade
- 5. a person or company that makes or grows goods for sale
- 6. a railroad engine
- 7. to send goods to sell in another country
- 10. a building or group of buildings where goods are produced

Name _____

Date _____

Activity Page 1.4 (continued)

Use with Chapter 1



Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapter 2

For each word, write the letter of the definition.

- | | | |
|-------|-----------------------------|--|
| _____ | 1. abolish | a) the act of setting or being set free |
| _____ | 2. constitutional amendment | b) to formally withdraw membership |
| _____ | 3. emancipation | c) to end; to stop something completely |
| _____ | 4. unalienable | d) a change made to the United States Constitution |
| _____ | 5. secede | e) a war between people who live in the same country |
| _____ | 6. civil war | f) unable to be taken away or denied |

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Explain claims and evidence.
 - c) Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Explain causes and effects.
 - d) Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
- a) Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
 - b) Describe the significance of state and nationally designated holidays, including New Year’s Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington’s Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
 - c) Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto “In God We Trust.”
 - d) Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - e) Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women’s suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
 - b)** Describe the responsibilities of the three branches of government.
 - c)** Explain the relationship between the federal government and state government.
 - d)** Compare and contrast representative democracy (republic) and monarchy.
 - e)** Explain how our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
 - c)** Explain how supply and demand can affect the prices of goods and services.
 - d)** Differentiate between imports and exports.
 - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

Answer Key: A Changing Nation

Chapter Assessments

Chapter 1

- A.** 1. b 2. a, d 3. c, d 4. a 5. d 6. a 7. c 8. d 9. a 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as: the invention of the cotton mill and its introduction to the United States shifted the North into manufacturing while increasing the need for cotton from the South; the invention of the cotton gin increased the need for enslaved labor in the South; the invention of the steam engine allowed railroads to connect the West and the North, but few rail lines were installed in the South, cutting it off from the rest of the country. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. c 2. c 3. a, b, c 4. c 5. b 6. a 7. d 8. d 9. d 10. b 11. c
- B.** Students should explain two different ways in which people worked to end slavery in the United States. Answers should refer to information from the chapter to support the response. Answers may mention examples such as Frederick Douglass and Sojourner Truth building support for abolition by speaking and writing against slavery, Harriet Tubman and others organizing the Underground Railroad to help people escape enslavement, or people starting abolitionist organizations and campaign groups.

Activity Pages

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

Describe the source: Paintings of the Lowell textile mills, the Olivier Plantation, and a street in Chicago, and a photograph of a sod house in Kansas

Understand the source: The purpose of the images is to show what different parts of the country looked like in the mid-1800s

Connect the source to what you already know:

Lowell was one of the first factory towns in the United States. Its mills produced cotton. The young women who worked in the mills lived in dormitories connected to the mills. The Olivier Plantation was located in Louisiana. Its primary crop was sugarcane. Its owners enslaved many people who worked on the plantation. Chicago was a growing city in the Midwest. It was a center for transportation and shipping. Kansas was considered the West.

Draw a conclusion from or about the source: The paintings make each place look calm and peaceful. They do not show the underpaid and unpaid workers who did all the work that made the business owners rich. The paintings don't show what life was really like in those places. The photograph, though, shows that life was hard out West.

Domain Vocabulary: Chapter 1 (AP 1.4)

Across

2. import
5. plantation
8. free enterprise
9. consumer

Down

1. distinct
3. flatboat
4. manufacturing
5. producer
6. locomotive
7. export
10. mill

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

Describe the source: Excerpt from "What to the Slave Is the Fourth of July?" by Frederick Douglass

Understand the source: The excerpt comes from a speech given on July 4, 1852, to commemorate the signing of the Declaration of Independence.

Connect the source to what you already know: Douglass was a former slave who became an author, newspaper publisher, and public speaker. He was an abolitionist and traveled the world telling people about what he experienced as a slave. He was an expert on the subject. He was also speaking to a crowd of people who most likely came to celebrate

the signing of the Declaration of Independence and America's freedoms.

Draw a conclusion from or about the source:

Douglass's message does not match the mood or tone of the event. He was criticizing the celebration of the Fourth of July and America's freedoms because at the time, thousands upon thousands of Americans were not free. From this, I conclude that Douglass's speech startled or even upset the audience. They probably did not expect to hear him speak so badly about the United States or its people. There's a chance that his words convinced people in the crowd to rethink their stance against abolition.

Domain Vocabulary: Chapter 2 (AP 2.1)

- | | |
|------|------|
| 1. c | 4. f |
| 2. d | 5. b |
| 3. a | 6. e |



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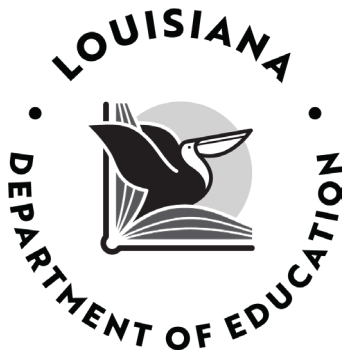


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Battle of Antietam, pub. Kurz & Allison, 1888 (colour litho), American School, (19th century) / Private Collection / The Stapleton Collection / Bridgeman Images: 7h
Durga Bernhard: 6a

Dustin Mackay: 7e, 47

Eli Whitney's (1765–1825) Cotton Gin, operated by black slaves, 1793 (colour litho), American School, (18th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 6c, 43b

Frederick Douglass (photogravure), Brady, Mathew (1823–96) / Private Collection / The Stapleton Collection / Bridgeman Images: Cover A, 7d, 46, 52a

Front Page of 'The Liberator', founded by William Lloyd Garrison (1805–79) 1859 (newsprint), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 7b

Hudson River Steamboat 'Clermont', 1858 (w/c on paper mounted on canvas), Witt, Richard Varick De (1800–68) / Collection of the New-York Historical Society, USA / Bridgeman Images: Cover C, 7a, 52c

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Text of the Emancipation Proclamation, 1865 / Universal History Archive/UIG / Bridgeman Images: 7i

Textile mills along the Merrimack (Merrimac) and Concord rivers, Lowell, Massachusetts, USA in the 1830s. Coloured engraving of the 19th century./Photo © North Wind Pictures / Bridgeman Images: Cover D, 7f, 43a, 52d

The first cotton mill in America, established by Samuel Slater on the Blackstone River at Pawtucket, Rhode Island, c.1790 (oil on canvas), American School, (18th century) / Smithsonian Institution, Washington DC, USA / Bridgeman Images: 6b

The Olivier Plantation, 1861 (w/c on paper)/Persac, Adrien (1823–73) / American/Louisiana State Museum, USA/Bridgeman Images: 45

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