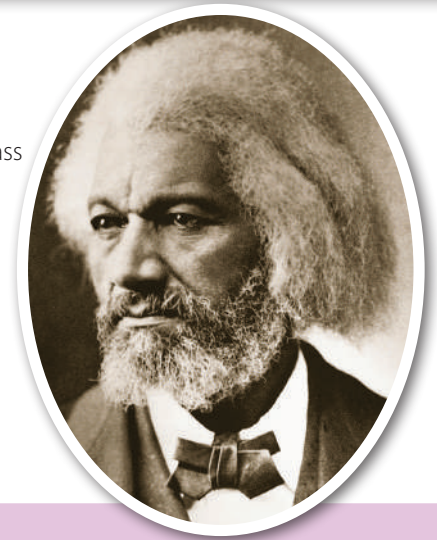




GRADE 3 LOUISIANA SOCIAL STUDIES

A Changing Nation

Frederick Douglass



Student Workbook

Lincoln Memorial



Steamboat

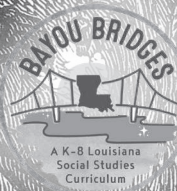
Lowell textile mills





A Changing Nation

Student Workbook



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A Changing Nation

Chapter 1: New Industries and Improved Transportation

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Chapter 1: New Industries and Improved Transportation

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Differences Between North and South	
The Growth of Industry in the North	
The Growth of the Rural South	

Getting Around	
Steamboats	
Railroads	

Primary Sources

PRIMARY SOURCE A: NINETEENTH-CENTURY IMAGES OF NORTH, SOUTH, MIDWEST, AND WEST



Lowell textile mills



Olivier Plantation

NOTE: Go to page 14 of the Student Reader to see these sources in full color.



Randolph Street, Chicago



Sod house, Kansas

NOTE: Go to page 15 of the Student Reader to see these sources in full color.

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:

[illegible]

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:

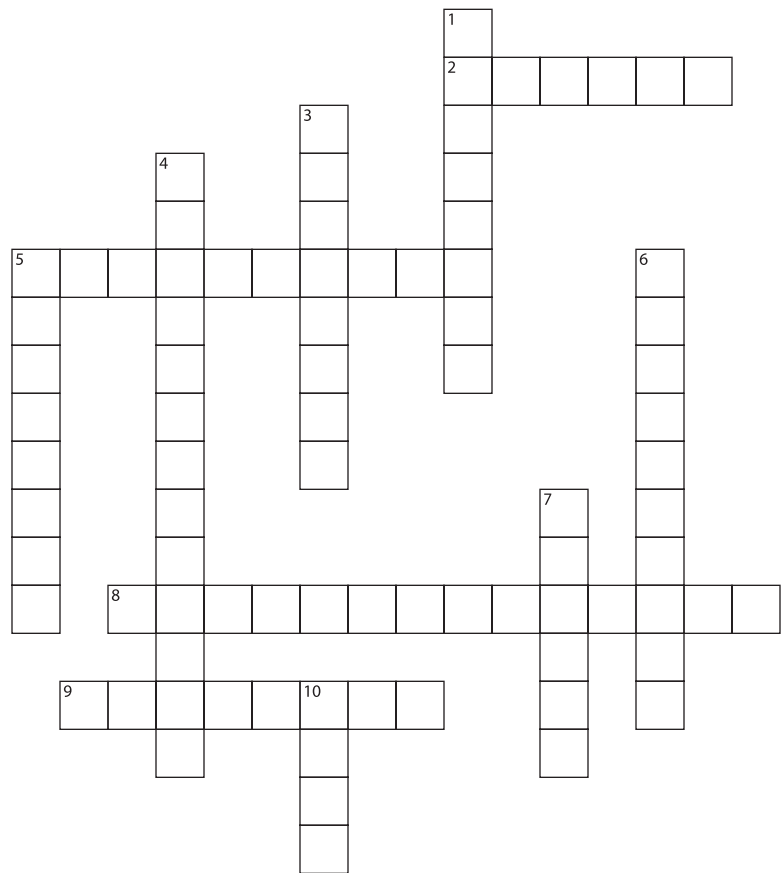
1. recognized as being different from something else
3. a boat with a flat bottom and square corners that can be used to carry loads and can also be used as a house
4. the production of items in large numbers for sale or trade
5. a person or company that makes or grows goods for sale
6. a railroad engine
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



Chapter 2: Slavery, Civil War, and Abolition

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Unalienable Rights	
Abolition	

The Underground Railroad and Harriet Beecher Stowe	
Abraham Lincoln	
Civil War	

The Emancipation Proclamation	
Freedom for Enslaved People	

Primary Sources

PRIMARY SOURCE B: EXCERPT FROM “WHAT TO THE SLAVE IS THE FOURTH OF JULY?” BY FREDERICK DOUGLASS

The following is an excerpt of a speech delivered by Frederick Douglass on July 4, 1852. He was a speaker at an event in Rochester, New York, commemorating the signing of the Declaration of Independence.

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; . . . your shouts of liberty and equality, hollow mockery; . . . a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and more bloody than are the people of these United States at this very hour.

Source: Gregory, James M. *Frederick Douglass the Orator*. Springfield, MA: Willey Company, 1907. pp. 105–106.

Name _____ Date _____

Primary Source Analysis**Describe the source.****Connect the source to
what you know.****SOURCE:****Understand the source. Identify its
message, purpose, and/or audience.****Draw a conclusion from
or about the source.**

PRIMARY SOURCE C: THE EMANCIPATION PROCLAMATION

I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

Source: Lincoln, Abraham. The Emancipation Proclamation. January 1, 1863.

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:

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:

PRIMARY SOURCE D: ABRAHAM LINCOLN'S THANKSGIVING PROCLAMATION

The year that is drawing toward its close has been filled with the blessings of fruitful fields and healthful skies. To these bounties, which are so constantly enjoyed that we are prone to forget the source from which they come, others have been added . . .

In the midst of a civil war of unequalled magnitude [size] and severity, . . . peace has been preserved with all nations, order has been maintained, the laws have been respected and obeyed, and harmony has prevailed everywhere, except in the theatre of military conflict; while that theatre has been greatly contracted by the advancing armies and navies of the Union.

Needful diversions [distractions] of wealth and of strength from the fields of peaceful industry to the national defence have not arrested [stopped or slowed] the plough, the shuttle, or the ship. . . . Population has steadily increased, . . . and the country, rejoicing [celebrating] in the consciousness [awareness] of augmented [increased] strength and vigor [energy], is permitted to expect continuance of years with large increase of freedom. . . .

It has seemed to me fit and proper that they should be solemnly, reverently, and gratefully acknowledged as with one heart and one voice by the whole American people. I do, therefore, invite my fellow-citizens in every part of the United States . . . to set apart and observe the last Thursday of November next as a Day of Thanksgiving and Praise . . .

Source: Lincoln, Abraham. Thanksgiving Proclamation. October 3, 1863. *A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774–1875*. Library of Congress.

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:

Chapter 2 Check for Understanding: How was slavery abolished in the United States?

[illegible]

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 |

Name _____

Date _____

Performance Task Activity: *A Changing Nation*

Give a presentation that explains how true this statement is: *Slavery was important to both the North and the South*. Provide specific examples.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *A Changing Nation*, as well as from the sources and resources in the unit activities.

Name _____

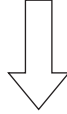
Date _____

Activity Page 1.3

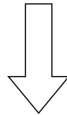
Use with Performance Task

Claims and Evidence

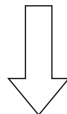
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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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

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Pioneer Family in Front of Sod House, Portrait, Kansas, USA, circa 1880/Private Collection/J. T. Vintage / Bridgeman Images: 4B

Randolph Street, Chicago City, 1850s, United States. Colour engraving of the 19th century/Photo © North Wind Pictures / Bridgeman Images: 4A

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, 3A

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