

Domain-Based Unit Overview

Title of Domain: Social Reformers, Grade 4

Learning Time: 11 days

Big Idea

The early 1800s was a time of great social ferment and reform in the United States

What Students Need to Learn (CK Handbook, p.75)

- Abolitionists
- Dorothea Dix and the treatment of people with mental illnesses
- Horace Mann and public schools
- Women’s rights including Seneca Falls Convention, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, and Sojourner Truth

MN Academic Standards

N/A

Pre-Assessment

- Students will participate in a whole class discussion on people that they know that have helped improve our lives as American citizens. They will be encourage to think of people who have stood up for the social rights of others.

Domain Lesson 1	“Springtime of Reform” (CKHG, pg. 121)
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● I can describe the mid-1800s as a time during which many reform movements took place in the United States. (RI.4.2) ● I can summarize the temperance movement. (RI.4.2) ● I can understand the meaning of the following domain-specific vocabulary: active, temperance, and pledge. (RI.4.4)

Vocabulary	Active, temperance, and pledge
Procedure	<ul style="list-style-type: none"> ● Introduce the Reader ● Read Chapter 1 - pgs. 78-81 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: What was the temperance movement? ● The Temperance Movement - Online Resources (if time allows) <ul style="list-style-type: none"> ○ Display and discuss lyrics for the “Song for Independence Day”
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	“Treating Mental Illnesses” (CKHG, p. 126)
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Summarize how Dorothea Dix changed conditions for people with mental illnesses. (RI.4.3) ● Understand the meaning of the following domain-specific vocabulary: asylum, desolate, and advocate; and of the phrase “state legislature.” (4.4)
Vocabulary	asylum, desolate, and advocate; and of the phrase “state legislature.”
Procedure	<ul style="list-style-type: none"> ● Read Chapter 2 - pgs. 82-85 <ul style="list-style-type: none"> ○ Pause frequently for oral discussion ● Review timeline cards ● Students answer Big Question in essay form: “How did Dorothea Dix change the treatment of people with mental illness?” ● View reenactment video of a public speech Dorothea Dix gave (up to 2:02 mark) <ul style="list-style-type: none"> ○ brainstorm words that describe Dorothea Dix and her work to help people with these illnesses ○ Emphasize compassion

Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>State Legislature</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	“Educating for Democracy” (CKHG, pg. 131)
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● I can explain Horace Mann’s beliefs about education and democracy. (RI.4.2) ● I can describe public education before Mann’s reforms. (RI.4.2) ● I can explain how Horace Mann improved public education in Massachusetts. (RI.4.2) ● I can understand the meaning of the following domain-specific vocabulary: tutor (RI.4.4)
Vocabulary	Tutor
Procedure	<ul style="list-style-type: none"> ● Read Chapter 3 - pgs. 86-89 ● Review timeline cards ● Students answer Big Question in essay form: Why did Horace Mann want to give all children the right to an education? ● Complete AP 3.1
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	“Abolitionism” - pg. 136
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Summarize the cursade against slavery in the early 1800s.

	<ul style="list-style-type: none"> Describe William Lloyd Garrison’s and Frederick Douglas’s work to end slavery.
Vocabulary	Abolish, conscience
Procedure	<ul style="list-style-type: none"> Review the big question: “What difficulties did the abolitionists face as they worked to abolish slavery?” Read Chapter 4 - pgs. 90-95 <ul style="list-style-type: none"> Pause frequently for oral discussion Review timeline cards Students answer the Big Question in essay form: “What difficulties did the abolitionists face as they worked to abolish slavery?” Complete Frederick Douglass: Excerpt from <i>Narrative of the Life of Frederick Douglass</i> (NFE 1) <p style="text-align: center;">www.coreknowledge.org/ckhg-online-resources</p> <ul style="list-style-type: none"> Distribute copies of Frederick Douglass: Excerpt from <i>Narrative of the Life of Frederick Douglass</i> (NFE 1). Have students work with a partner to read the excerpt from Douglass’s book and answer the questions. Set aside some class time for reviewing this activity with students to discuss each question and students’ answers.
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>golden rule, unalienable right</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	“Women and the Fight for Equality” - Pg. 141
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> I can summarize what life was like for women in the 1830s and 1840s. (RI.4.2) I can describe women’s roles in reform movements, such as abolitionism. (RI.4.2)

	<ul style="list-style-type: none"> I can understand the meaning of the following domain-specific vocabulary: office, minister, and convention; and of the phrase “equal rights.” (RI.4.4)
Vocabulary	Office, minister, and convention; and of the phrase “equal rights.”
Procedure	<ul style="list-style-type: none"> Read Chapter 5, pages 96-99 <ul style="list-style-type: none"> Pause frequently for oral discussion Review timeline cards Students answer the Big Question in essay form: What did the antislavery movement reveal about the rights of women? Complete AP 5.1
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>Equal Rights</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	“The Seneca Falls Convention” (CKHG, p. 145)
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> Summarize the Seneca Falls Convention. (RI.4.2) Explain why a women’s rights convention was controversial. (RI.4.2) Identify Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, and Sojourner Truth. (RI.4.3) Understand the meaning of the following domain-specific vocabulary: sentiment, heroine, reap, and husk. (RI.4.4)
Vocabulary	sentiment, heroine, reap, and husk
Procedure	<ul style="list-style-type: none"> Read Chapter 6 - pgs. 100-105 <ul style="list-style-type: none"> Pause frequently for oral discussion Review timeline cards

	<ul style="list-style-type: none"> • Students answer the Big Question in essay form: “Why might some newspapers have made fun of the women’s movement and its demands?” • Meet Susan B. Anthony video and images • Complete AP 6.1 • Complete AP 6.2
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Review (2-3 Days)
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> • Abolitionists • Dorothea Dix and the treatment of people with mental illnesses • Horace Mann and public schools • Women’s rights including Seneca Falls Convention, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, and Sojourner Truth
Vocabulary	Social reformer
Procedure	<ul style="list-style-type: none"> • Students pick one Social Reformer to research • Students will use that research to create a powerpoint
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 8	Presentations
MN Academic Standards	N/A
Objectives	<ul style="list-style-type: none"> ● Abolitionists ● Dorothea Dix and the treatment of people with mental illnesses ● Horace Mann and public schools ● Women’s rights including Seneca Falls Convention, Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, and Sojourner Truth
Vocabulary	Social Reformer
Procedure	<ul style="list-style-type: none"> ● Each group presents their presentation that has the following information <ul style="list-style-type: none"> ○ Background Information on Reformer ○ Reformer’s Accomplishments ○ Reformer’s Transformation on our World Today
Poetry	<i>If Applicable</i>
Nonfiction	<i>Early Presidents and Social Reformers</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ●
Media	<ul style="list-style-type: none"> ● Read and discuss “Sojourner Truth: Ain’t I a Woman?,” “A Picture Book of Sojourner Truth,” “Only Passing Through: The Story of Sojourner Truth,” “Walking the Road to Freedom,” “The Underground Railroad (Hudson),” “Days of Jubilee: The End of Slavery in the United States,” “The Abolitionist Movement,” “Sailing to Freedom,” “Freedom Train: The Story of Harriet

	<p>Tubman,” “Frederick Douglass Fights for Freedom,” “John Brown’s Raid on Harpers Ferry,” “Samuel’s Choice,” “A Good Night for Freedom,” “Frederick Douglass (Gregory),” “The Road to Seneca Falls,” “If You Lived When Women Won Their Rights”</p>
Music	<ul style="list-style-type: none"> ● American Revolution <ul style="list-style-type: none"> ○ Yankee Doodle (1st CK) ● War of 1812 <ul style="list-style-type: none"> ○ The Star Spangled Banner (2nd CK) ● Patriotic <ul style="list-style-type: none"> ○ America the Beautiful (1st CK) ○ This Land is Your Land (2nd CK) ○ Sousa’s <i>Stars and Stripes Forever</i> (3rd CK) ○ America (My Country ‘tis of Thee) (3rd CK) ○ You’re a Grand Old Flag (3rd CK) ○ Songs of the Armed Forces (4th CK) <ul style="list-style-type: none"> ■ Taps ■ Air Force Song ■ Anchors Aweigh ■ The Army Goes Rolling Along ■ The Marine’s Hymn ○ Battle Hymn of the Republic (5th CK) ○ God Bless America (5th CK)
P.E.	<ul style="list-style-type: none"> ● Jump Rope, Tinikling, Dance