



Thomas Jefferson



# Early Presidents and Social Reformers

## Teacher Guide

Dorothea Dix



George Washington



Frederick Douglass








**Early Presidents**

**1–102**



**American Reformers**



**103–172**

## Creative Commons Licensing

This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike  
4.0 International License.



### You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

### Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2017 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™ and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-297-6



# Early Presidents

## Table of Contents

Introduction .....	1
<i>Early Presidents</i> Sample Pacing Guide .....	18
Chapter 1 <b>Washington Becomes President.</b> .....	20
Chapter 2 <b>The First Year</b> .....	27
Chapter 3 <b>Hamilton and Jefferson</b> .....	33
Chapter 4 <b>The First Adams</b> .....	40
Chapter 5 <b>A New Capital for the New Nation</b> .....	46
Chapter 6 <b>The Many-Sided Jefferson</b> .....	52
Chapter 7 <b>“Mr. Madison’s War”</b> .....	60
Chapter 8 <b>Monroe and the Second Adams</b> .....	68
Chapter 9 <b>Jackson and the Common Man</b> .....	73
Teacher Resources .....	78

# **Early Presidents**

## **Teacher Guide**

Core Knowledge History and Geography™ 4

# Introduction

### ABOUT THIS UNIT

#### The Big Idea

Early developments in U.S. history were the two-party system, the president's Cabinet, and the Louisiana Purchase.

The first seven presidents of the United States helped the new nation grow and prosper. Each man had his own ideas for the country, but they shared a deep desire to see the great experiment in republican government succeed. George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Quincy Adams, and Andrew Jackson faced many challenges during their terms of office. They organized the federal government within the framework of the Constitution. They built a national capital, directed a war with Great Britain, more than doubled the size of the country, and formulated a "hands-off" doctrine in the Western Hemisphere. They set precedents for the future of the new nation.

# What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

- George Washington and Thomas Jefferson
- War of 1812, including James Madison and Andrew Jackson
- Main ideas behind the Declaration of Independence
  - The proposition that “All men are created equal”
  - The responsibility of government to protect the “unalienable rights” of the people
  - Natural rights: “life, liberty, and the pursuit of happiness”
  - The “right of the people . . . to institute new government”
- Making a new government: from the Declaration to the Constitution
  - Definition of “republican” government: republican = government by elected representatives of the people
  - Articles of Confederation: weak central government
  - “Founding Fathers”: James Madison as “Father of the Constitution”
  - Constitutional Convention: disagreements between large and small states about representation and the divisive issue of slavery, “three-fifths” compromise
- The Constitution of the United States
  - Preamble to the Constitution: “We the people of the United States . . .”
  - The separation and sharing of powers in American government: three branches of government (legislative branch: Congress = House of Representatives and Senate, makes laws; executive branch: headed by the president, carries out laws; judicial branch: a court system headed by the Supreme Court, itself headed by the chief justice, dealing with those who break laws and with disagreements about laws)
  - Checks and balances, limits on government power, veto
  - The Bill of Rights: first ten amendments to the Constitution, including freedom of religion, speech, and the press (First Amendment); protection against “unreasonable searches and seizures”; the right to “due process of law”; the right to trial by jury; protection against “cruel and unusual punishment”
- Functions of government in the United States at the national, state, and local levels
  - Identify current government officials including president and vice president of the United States and your state’s governor
  - State governments: established by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land); three branches of state government (just like the national government)

## 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 1776 to 1830.

1776	The thirteen British colonies declared their independence from Great Britain.
1775–1781	George Washington was the commander of the Continental Army during the American Revolution.
1781	The Revolutionary War ended with the surrender of the British at Yorktown, Virginia.
1789	George Washington was sworn in as president on April 30, 1789.
1791	The Bill of Rights was added to the Constitution.
1790s	Hamilton’s and Jefferson’s differences led to two political parties, the Federalists and the Democratic-Republicans.
1791	Creation of the National Bank
1793	George Washington’s Cabinet—every president after Washington forms a Cabinet to advise him.
1794	When Pennsylvania farmers refused to pay taxes on whiskey, Washington led troops to stop the Whiskey Rebellion.
1796	George Washington finished his second term as president.
1796–1801	Political parties first played a role in the second election, when John Adams became president.
1800	The new Capitol and White House buildings were ready for Congress and the president.



1801–1809	Thomas Jefferson served as the third president.
1803	The Louisiana Purchase
1809–1817	James Madison was the fourth president.
1812–1814	Madison was president during the War of 1812, during which the British burned the White House.
1817–1825	James Monroe, the fifth president, told European countries not to interfere in the Western Hemisphere.
1825–1829	John Quincy Adams, son of John and Abigail Adams, was the sixth president.
1829–1837	Andrew Jackson served as the seventh president.
1830	Passing the Indian Removal Act, President Jackson and Congress forced Native Americans to move west of the Mississippi River.

## What Students Should Already Know CONTINUED

- Local governments: purposes, functions, and officials
- How government services are paid for (taxes on individuals and businesses, fees, tolls, etc.)
- How people can participate in government

## What Students Need to Learn

- The definitions of *Cabinet* and *administration*
- George Washington as first president and John Adams as vice president
- John Adams, second president, and Abigail Adams
- National capital at Washington, D.C.
- Growth of political parties, including the different visions for the future of the United States as an agricultural or industrial society, held by Thomas Jefferson and Alexander Hamilton, and modern-day system (two main parties include Democrats and Republicans; Independents)
- Thomas Jefferson, third president
  - Correspondence with Benjamin Banneker
  - Multifaceted leader (architect, inventor, musician, etc.)
  - The Louisiana Purchase doubled the country's size and gained control of the Mississippi River.
- James Madison, fourth president, and the War of 1812
- James Monroe, fifth president, and the Monroe Doctrine
- John Quincy Adams, sixth president
- Andrew Jackson, seventh president, including his popularity as a military hero in the Battle of New Orleans in the War of 1812, presidency of "the common man," and the Native American removal policies

## A Special Note to Teachers—Talking About Slavery

---

While the topic of slavery is not a primary focus in this unit, students will read and learn that many of the early presidents owned slaves who carried out the many duties associated with daily life at this time. When you encounter references to slavery, you may want to note that, today, we recognize that slavery is a cruel and inhumane practice. During the period of history in which the early presidents lived, while some people, such as Washington and Jefferson, struggled with the idea of slavery in which people were treated as personal property, slavery was a generally accepted practice.

Discussing slavery with younger students is 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 CKHG 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 CKHG, 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 9 are:

- Students should understand and use correctly the terms *Cabinet* and *administration*.
- George Washington was elected the first president because people thought that he would govern wisely.
- Political parties developed to support the different visions that Americans had about how their nation and its government should evolve.
- From 1789–1829, the presidency was held by men who had roots in the original thirteen English colonies.

- Building of the national capital was begun during George Washington's administration, but the federal government did not move to Washington, D.C., until 1800.
- The Louisiana Purchase, concluded by Thomas Jefferson, more than doubled the size of the United States.
- James Monroe articulated the Monroe Doctrine to warn European nations not to interfere with American affairs in the Western Hemisphere.
- The election of Andrew Jackson, the first president from west of the Appalachians, signified the ascendancy of "the common man" in politics.
- Congress passed, and Andrew Jackson enforced, the Indian Removal Act; Native Americans from the southeast were forced to move from their tribal lands.

## WHAT TEACHERS NEED TO KNOW

### Early Presidents

#### Cabinet and Administration

"[The president] may require the opinion, in writing, of the principal officer each of the executive departments, upon any subject relating to the duties of their respective offices."

This is the only reference in the U.S. Constitution to the group of advisers to the president who are known as the Cabinet. The First Congress established the first three executive departments, treasury, state, and war. The Judiciary Act of 1789 set up the office of attorney general. The heads of these departments met regularly with George Washington, and thus established the precedent of holding regular Cabinet meetings to provide information and advice to the president.

The department names and responsibilities have changed over the years. Today, there are fifteen executive departments, whose heads meet with the president as the Cabinet. These are the departments of agriculture, commerce, defense, education, energy, health and human services, housing and urban development, interior, justice, labor, state, transportation, treasury, veterans affairs, and the newest department, homeland security, which was established in 2002.

The term *administration* refers to the officials in the executive branch of government and their policies and principles. It also refers to their time in office. For example, a headline might read, "Current administration favors change in tax law," meaning that the person currently occupying the presidency, and his advisers, advocate a change in the tax law. The second meaning is illustrated by the sentence, "The boom years of the 1990s coincided with the Clinton administration."

## President Washington and Vice President Adams

After the Constitution was ratified by the ninth state, it became the official law of the land. The electors met in their state capitals in January and February 1789 to choose the first president. There were sixty-nine electors in this first presidential election, each of whom was allowed to cast two votes, one of which had to be for a candidate who was not from the elector's home state. Remarkably, all sixty-nine electors voted for George Washington, who was therefore unanimously chosen to be the first president. John Adams was runner-up, with thirty-four votes, so he became the first vice president.

The voting procedure used in this first election was different from the procedures used today. The Constitution, in Article II, Section 1, allowed state legislatures to appoint electors in whatever manner they chose. The electors then voted for the president. After the tied election of 1800 between Thomas Jefferson and Aaron Burr, the Twelfth Amendment to the Constitution was passed in 1804, providing for the Electoral College as it now functions.

Under the Articles of Confederation, the government faced many problems. There was no executive branch to enforce the laws of Congress or to force states to comply with its acts. One of the reasons that the delegates to the Constitutional Convention agreed to the creation of an executive department and the position of president was because they believed that Washington would be the first president. Having won the war and voluntarily relinquished his authority as commander in chief, Washington was very popular with both veterans and the general populace. It was expected that his honesty, quiet determination, personal dignity, sense of responsibility, good judgment, and his basically cautious approach would serve the nation well as it created itself.

During his term in office, Washington set certain precedents as to how the presidency and the government should function that remain in effect today. Among them are that the president:

- be addressed as "Mr. President," not "Your Highness" or some similar title that would make him seem like a monarch.
- serve a maximum of two terms in office, which held true until Franklin Roosevelt's terms of office in the 1930s and 1940s.
- be advised by a group of experienced counselors (the Cabinet).
- have a place in formulating and urging the passage of legislation, even though Congress is responsible for making the laws.

Born into a well-to-do family in Virginia, George Washington became a land surveyor by profession. He served as an officer on the western frontier during the early days of the French and Indian War and was commander in chief of the Virginia militia from 1755–1758. From 1759–1774, he was a member of the Virginia House of Burgesses. His fellow Virginians selected him as a delegate to the First Continental Congress, and the Second Continental Congress chose

him to command the Continental Army. Washington had to turn an untrained, or poorly trained, corps of volunteers and militia into an army capable of fighting the professional soldiers of the British army. One of his major problems was getting funds from the cash-strapped new government for food, guns, and supplies, such as blankets and shoes for his soldiers. Washington eventually guided the army to victory.

### **National Capital at Washington, D.C.**

The new government took office in New York City in 1789, but moved to Philadelphia in 1790, and remained there until 1800. During this time, work was begun on a new capital city for the new United States, which was named and located in its own jurisdiction, District of Columbia. After George Washington's death in 1799, the city was renamed Washington, District of Columbia.

The location of the new capital was part of the controversy that arose between conflicting visions of how the United States should develop. After the Revolutionary War, the Confederation government and the states found themselves deeply in debt. But by 1789, some of the states, mostly in the South, had repaid their debts. Secretary of the Treasury Alexander Hamilton believed that the first order of business for the new nation was to build up its credit rating with foreign nations and with its own populace. A nation that did not honor its debts would not be able to borrow in the future. He also hoped to encourage the wealthiest Americans to have a stake in the survival of a strong government.

Hamilton therefore proposed that the federal government assume the debts of the states, which would mean some form of taxation to pay the debts. Southern states balked (since they had already paid most of their debts and saw the plan as subsidizing Northern debt reduction), but Hamilton and James Madison, a member of Congress from Virginia, were able to work out a compromise. The Southern members of Congress would agree to assume the unpaid debts in exchange for moving the national government from New York to Philadelphia and then to a new national capital in the South. A site was chosen along the Potomac River in Maryland. Southern members of Congress believed that, if the capital was moved away from the Northeast, where there was a growing emphasis on commerce, Southern states would be better able to influence the government's policies in favor of farmers.

Pierre Charles L'Enfant, a French architect and a veteran of the Revolutionary War, laid out the city. One of the members of the commission who worked on the city plan was Benjamin Banneker, a free African American from Baltimore whom Thomas Jefferson had recommended. Banneker was a mathematician and scientist who worked with L'Enfant and Major George Ellicott in laying out the city. L'Enfant designed the Capitol, the White House, the treasury building, and other government buildings, and Ellicott and Banneker surveyed the area and sited the buildings "under the orders of General Washington, then president of the United States."

## Growth of Political Parties

The different visions of how the United States should evolve were apparent before the Constitution was even ratified. The Federalists, led by Alexander Hamilton and James Madison, desired a strong central government. The Anti-Federalists, led by Patrick Henry, opposed ratification because they feared a centralized power that resembled the government of Great Britain. These competing visions turned the ratification process into a bitter battle in some states, as Anti-Federalists, who opposed ratification, and Federalists, who advocated for ratification, vied for delegates to the state conventions.

Once the Constitution had been ratified and the new government took office, Washington found himself with two Cabinet members who had strongly opposing views—Hamilton, who was secretary of the treasury, and Jefferson, who was secretary of state. Hamilton believed that the nation needed to be on sound economic footing. That meant repaying the national and state debts that remained from the Revolutionary War. It also meant imposing an import duty on goods being brought into the nation for sale, not only as a way to raise money for the government, but also as a way to protect the nation's emerging industry. Hamilton saw the future of the nation as being built on a strong, centralized government and focusing increasingly on industry and commerce. The Federalist Party that emerged after the ratification of the Constitution also felt that the United States should remain neutral in foreign policy affairs in order to take time to develop and strengthen as a country. The opposing view held by Thomas Jefferson and many others was that the United States should continue as a nation of small farmers, with a weaker central government that favored states' rights. Jefferson and his supporters also sympathized with the revolutionists in France.

The argument resonated in how the two men and their supporters viewed the Constitution. Hamiltonians believed that the Constitution provided only a sketch of how the government was to operate. Under Clause 18 (Necessary and Proper Clause) of Article I, Section 8, it was left to those who actually ran the government to determine how it might meet the needs of an expanding nation. Those who held this view were known as "loose constructionists." Jefferson and his followers believed that the Constitution should be interpreted strictly as written and were known as "strict constructionists." They based their thinking on the Tenth Amendment, which reserved any unenumerated rights to the states or to the people. Those who supported this view believed in strong states' rights as a check against the power of the federal government.

The two opposing views became the basis for political parties. Hamilton's Federalist Party also included such leaders as John Adams and John Jay.



Jefferson and James Madison (who had been an ally of Hamilton's in the battle for ratification of the Constitution) were leaders of the opposition, who were known as the Republican Party, and then later as the Democratic-Republican Party. (This is the source of some confusion. The Jeffersonian Republican party eventually evolved into today's Democratic Party, but issues and ideas changed so much over the years that a modern Democrat and a Democrat of 1800 would not have much in common. The Democratic-Republican Party divided over the election of 1824, and the supporters of John Quincy Adams became known as the National Republicans. Andrew Jackson won the 1832 and 1836 presidential elections, but his opponents joined members of the former National Republican Party to form the Whig Party. Today's Republican Party was born from the debate over slavery in 1854.)

### **Modern Political Parties**

The two-party system was firmly in effect by the time Washington left office. You can use the development of parties under Washington as a way to introduce the subject of political parties today. Students should be introduced to the Republican and Democratic Parties, and to some of the ideas and current political figures associated with those parties. This should be done in an evenhanded, nonpartisan way. Also be careful to explain that although the names of today's parties resemble the names of earlier parties, the Democrats of today cannot be simply identified with the Democrats of the early republic.

Although the Republican and Democratic Parties have been the most prominent parties since the Civil War, there have been other political parties in the United States—Whig, Know-Nothing, Free Soil, Progressive (Bull Moose), Dixiecrats, American Independent, Independent, Communist, and Libertarian, among others. While the Whig Party was a major political player for about twenty years in the 1830s and 1840s, electing as president William Henry Harrison and Zachary Taylor, most of the others were small parties with limited popular appeal. However, the Bull Moose Party of Theodore Roosevelt, the American Independent Party of George Wallace, and the Independent Party of H. Ross Perot affected the outcome of presidential races in 1912, 1968, and 1992, respectively, by taking votes from the major party candidates.

To learn more about specific topics taught in this unit, use this link to download the CKHG Online Resource "About Early Presidents":

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

### Student Component

---

*Early Presidents* Student Reader—nine chapters

### Teacher Components

---

*Early Presidents* Teacher Guide—nine chapters. The guide includes lessons aligned to each chapter of the *Early Presidents* Student Reader, with a daily Check For Understanding and Additional Activities, such as primary source connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 78.

- » The Unit Assessment tests knowledge of the entire unit, 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 written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*Early Presidents* Timeline Image Cards—eighteen individual images depicting significant events and individuals related to the early presidents. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline 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.

**Optional:** Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4—a photograph of Monticello that may be used with the cross-curricular art activity described in the Additional Activities of Chapter 6 if classroom Internet access is not available. You can purchase the Grade 4 Art Resource Packet, available at:

[www.coreknowledge.org/store](http://www.coreknowledge.org/store)

### Timeline

---

Some preparation will be necessary prior to starting the *Early Presidents* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image 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!

Create seven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1770s**
- **1780s**
- **1790s**
- **1800s**
- **1810s**
- **1820s**
- **1830s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	1770s	1780s	1790s	1800s	1810s	1820s	1830s
	• •	• •	• • • • •	• •	• • •	• •	•
Chapter	Intro Intro	Intro 1	2 3 2 3 4 4	5 6	7 7 8	8 9	9

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

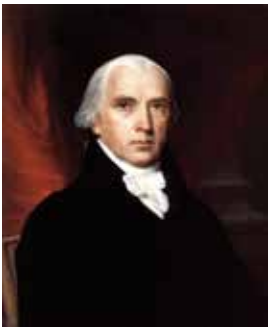
<p><b>1770s</b></p>  <p><b>Introduction</b></p>		<p><b>1780s</b></p>  <p><b>Introduction</b></p>		<p><b>1780s</b></p>  <p><b>Introduction</b></p>		<p><b>1780s</b></p>  <p><b>Chapter 1</b></p>	
<p><b>1790s</b></p>  <p><b>Chapter 2</b></p>		<p><b>1790s</b></p>  <p><b>Chapter 3</b></p>		<p><b>1790s</b></p>  <p><b>Chapter 2</b></p>		<p><b>1790s</b></p>  <p><b>Chapter 3</b></p>	

1790s



Chapter 4

1810s



Chapter 7

1820s



Chapter 9

1790s



Chapter 4

1810s



Chapter 7

1830s



Chapter 9

1800s



Chapter 5

1810s



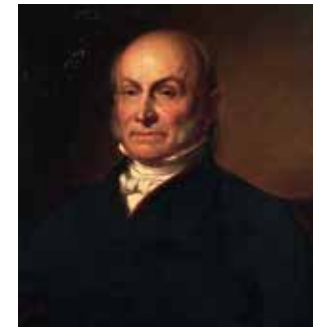
Chapter 8

1800s



Chapter 6

1820s



Chapter 8

## The Timeline in Relation to the Content in the Student Reader Chapters

The events shown on the Timeline are arranged chronologically. The organization of the chapters in the *Early Presidents* unit is chronological, from the first president, George Washington, through the seventh president, Andrew Jackson. Events that occurred during each presidency are explored. The actions taken by each president are explained.

## Time to Talk About Time

Before you use the Timeline, 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 *Early Presidents* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of twelve days have been allocated to the *Early Presidents* 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 4 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

---

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. 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.

## Turn and Talk

---

In the Guided Reading Supports section of each chapter, 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.

## Big Questions

---

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	Why was George Washington chosen to be the first president of the United States?
2	What steps did the First Congress take to help establish a more organized system of government?
3	How did Hamilton's and Jefferson's beliefs about government differ?
4	Why was John Adams an unpopular president?
5	How did Washington, D.C., become the capital of the United States?
6	What important changes did Thomas Jefferson make to the country during his presidency?
7	Why did the United States go to war with Britain in 1812?
8	Why did James Monroe put the Monroe Doctrine in place?
9	Why was the election of Andrew Jackson important to ordinary Americans?

## 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	resignation, republic, serve, delegate, Articles of Confederation, ratify, oath of office
2	precedent, legislative, judicial, executive, tax, Bill of Rights
3	administration, diverse, stable, currency, vote, frontier
4	moral
5	surveyor, architect, boardinghouse, furnace



<b>6</b>	Electoral College, philosopher, unalienable
<b>7</b>	merchant ship, impressment, embargo, secretary of state, militia, rampart, frontiersmen
<b>8</b>	“colonial empire,” Monroe Doctrine
<b>9</b>	consent, “common man,” veto

## Activity Pages

### Activity Pages



AP 3.1

AP 4.1

AP 5.1

AP 6.1

AP 6.2

AP 6.3

AP 7.1

AP 7.2

AP 9.1

AP 9.2

The following activity pages can be found in Teacher Resources, pages 88–99. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 3—Hamilton and Jefferson Chart (AP 3.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
- Chapter 5—Abigail Adams and the White House (AP 5.1)
- Chapter 6—The Louisiana Purchase (AP 6.1)
- Chapter 6—Thomas Jefferson and the Louisiana Purchase (AP 6.2)
- Chapter 6—Initial View of Monticello (AP 6.3)
- Chapter 7—Major Battles and Events of the War of 1812 (AP 7.1)
- Chapter 7—“The Star Spangled Banner” (AP 7.2)
- Chapter 9—Andrew Jackson’s Inauguration (AP 9.1)
- Chapter 9—Domain Vocabulary: Chapters 5–9 (AP 9.2)

## Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

## CROSS-CURRICULAR CONNECTIONS

### Language Arts

#### Poetry

- “George Washington” (Rosemary and Stephen Vincent Benet)

### Visual Arts

#### The Art of a New Nation: The United States

- Monticello

### Science

#### Science Biographies

- Benjamin Banneker



## A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed earlier Grade 4 CKHG American history units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the USCIS Citizenship Resource Center and the Additional Resources listed below may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## ADDITIONAL RESOURCES FOR *THE PATHWAY TO CITIZENSHIP*

To help students review *Pathways to Citizenship* content, you may wish to use the resources at the following websites:

- Study Materials for the Civics Test, from USCIS, has print flash cards and audio review options for the Citizenship questions and answers. You may print sets of appropriate flash cards for each unit for students to use individually or in pairs to review content.
- Preparing for the Oath, from U.S. History and Civics for Citizenship, provides tools for online review.

Barber, James D. *Presidents*. DK Eyewitness Books. New York: DK Children, 2008.

Chew, Elizabeth. *A Day at Monticello*. Illus. Mark Elliott. New York: Harry N. Abrams, 2014.

Figley, Marty Rhodes. *Washington Is Burning*. On My Own History. Illus. Craig Orback. Minneapolis, MN: First Avenue Editions, 2006.

Fritz, Jean, *The Great Little Madison*. Unforgettable Americans. New York: Puffin Books, 1998.

Graff, Henry F., ed. *The Presidents: A Reference History*. New York: Charles Scribner's Sons, 1997.

Hakim, Joy. *A History of US: The New Nation, 1789–1850*. New York: Oxford University Press, 2005.

Kalman, Maira, *Thomas Jefferson; Life, Liberty and the Pursuit of Everything*. New York: Nancy Paulsen Books, Penguin: 2014.

Lewis, Peyton Cockrill. *The Diary of Maggie, A Madison Mouse*. CreateSpace Independent Publishing Platform, 2011.

Maloney Fitz-Gerald, Christine. *James Monroe: Fifth President of the United States*. Encyclopedia of Presidents. Chicago: Children's Press 1987.

Remini Robert, V. *The Life of Andrew Jackson*. New York: Harper Perennial, 2010.

Robb, Don. *Hail to the Chief: The American Presidency*. Illus. Alan Witschonke. Watertown, MA: Charlesbridge, 2010.

Seabrooke, Brenda. *The Boy Who Saved the Town*. Illus. Howard M. Burns. Atglen, PA: Schiffer Publishing, 1990.

Thomas, Peggy. *Thomas Jefferson Grows a Nation*. Illus. Stacy Innerst. Honesdale, PA: Calkins Creek, Boyds Mills, 2015.

Weiss, Jim. *Thomas Jefferson's America*. Charles City, VA: The Well-Trained Mind Press, 2015. (Audio Recording).

Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss recording may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

## EARLY PRESIDENTS SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

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

### Week 1

#### Day 1

#### Day 2

#### Day 3

#### Day 4

#### Day 5

#### Early Presidents

"Washington Becomes President" Core Lesson (TG & SR, Chapter 1)	"The First Year" Core Lesson (TG & SR, Chapter 2)	"Hamilton and Jefferson" Core Lesson (TG & SR, Chapter 3)	"The First Adams" Core Lesson & "Meet Abigail Adams" (TG & SR, Chapter 4; Additional Activity)	"A New Capital for a New Nation" Core Lesson (TG & SR, Chapter 5)
---	---	---	--	---

#### CKLA

"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"
-------------------	-------------------	-------------------	-------------------	-------------------

### Week 2

#### Day 6

#### Day 7

#### Day 8

#### Day 9

#### Day 10

#### Early Presidents

"The Many-Sided Jefferson" Core Lesson (TG & SR, Chapter 6)	"Field Trip to Monticello" (TG, Chapter 6; Additional Activity, AP 6.3)	"Mr. Madison's War" Core Lesson (Day 1) (TG & SR, Chapter 7)	"Mr. Madison's War" Core Lesson (Day 2) (TG & SR, Chapter 7)	"Monroe and the Second Adams" Core Lesson (TG & SR, Chapter 8)
---	--	--	--	--

#### CKLA

"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"	"Treasure Island"
-------------------	-------------------	-------------------	-------------------	-------------------

### Week 3

#### Day 11

#### Day 12

#### Early Presidents

"Jackson and the Common Man" (TG & SR, Chapter 9)	Unit Assessment
--	-----------------

#### CKLA

"Treasure Island"	"Treasure Island"
-------------------	-------------------

## EARLY PRESIDENTS PACING GUIDE

\_\_\_\_\_’s Class

(A total of twelve days have been allocated to the *Early Presidents* unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

### Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

--	--	--	--	--

### Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

### Week 3

Day 11

Day 12

--	--

# Washington Becomes President

**The Big Question:** Why was George Washington chosen to be the first president of the United States?

### Primary Focus Objectives

---

- ✓ Describe George Washington's service to the thirteen colonies. **(RI.4.2)**
- ✓ Summarize why George Washington became the first president. **(RI.4.2)**
- ✓ Describe the first Inauguration Day in the United States. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *resignation, republic, serve, delegate, Articles of Confederation, ratify, and oath of office.* **(RI.4.4)**

### What Teachers Need to Know

---

For background information, download, the CKHG Online Resource "About Washington":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

---

**resignation, n.** the act of stepping down from or leaving a job **(4)**

*Example:* The general submitted his resignation after the war ended.

*Variations:* resignations

**republic, n.** a government in which people elect representatives to rule for them **(4)**

*Example:* The government of the United States is a republic.

*Variations:* republics, republican (adjective)

**serve, v.** to work for one's country, as a government official or in the military **(5)**

*Example:* George Washington was chosen to serve as the first president of the United States.

*Variation:* serves, served



**delegate, n.** a representative (5)

*Example:* Marie was a delegate to the national student convention.

*Variations:* delegates

**Articles of Confederation, n.** the first plan of government of the United States; replaced by the U.S. Constitution in 1789 (5)

*Example:* The Articles of Confederation greatly limited the power of the national government.

**ratify, v.** to approve (6)

*Example:* Nine states had to ratify the Constitution before it took effect.

*Variations:* ratified, ratifies, ratification (noun)

**oath of office, n.** a promise made by a government official to obey the law and fulfill the responsibilities of his or her job (7)

*Example:* The three newly elected senators each took an oath of office before beginning work.

## THE CORE LESSON 35 MIN

### Introduce *Early Presidents Student Reader*

5 MIN

Display and discuss the three Introduction Timeline Image Cards, and place them on the Timeline in chronological order in the 1770s and 1780s. Refer to the illustration in the Introduction to this unit for guidance on the placement of each image. Remind students that the United States began as thirteen English colonies. These colonies broke away from Great Britain during the American Revolution. One of the heroes of the Revolution was the commander of the Continental Army, George Washington. Students will read more about George Washington in this unit.

Distribute copies of *Early Presidents Student Reader*, and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations 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 their suggestions on the board or chart paper. Students will likely mention presidents, battles, the Capitol, and the White House.

### Introduce “Washington Becomes President”

5 MIN

Read the chapter title to students, and ask who Washington is. (*George Washington, leader of the Continental Army, hero of the American Revolution*) Explain that this chapter starts out at the end of the Revolutionary War, two years after the American victory at Yorktown (shown on the third Introduction Timeline Image Card).

Read the Big Question to the class: “Why was George Washington chosen to be the first president of the United States?” Tell students to keep the Big Question in mind and look for answers to this question as they read and study the chapter.

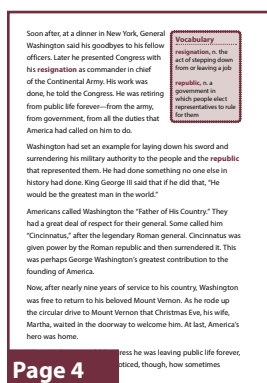
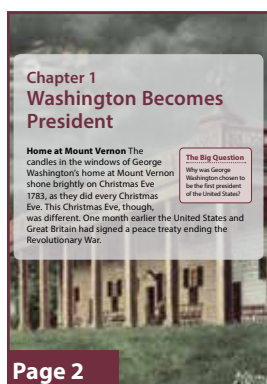
## Guided Reading Supports for “Washington Becomes President” 25 MIN

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.

### “Home at Mount Vernon,” Pages 2–7

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Home at Mount Vernon” on pages 2–4.



**CORE VOCABULARY**—Review the meaning of the vocabulary terms *resignation* and *republic* as they are encountered in the text. Discuss the meaning of the word *republic*. (*a government in which people elect representatives to rule for them*) Point out that in a republic, power resides with the people since the people elect their leaders.

**Note:** Core Knowledge students may recall the term *republic* from earlier units, including the Grade 4 units *Dynasties of China* and *The United States Constitution*.

**SUPPORT**—Point out the date of the last battle of the American Revolution on the third Introduction Timeline Image Card (1781). (Tell) Tell students that the peace treaty was finally signed in 1783. Discuss with students the significance of Washington’s resignation as commander in chief of the Continental Army. To Washington, his job had ended and his service to the country was over. He had no intention of returning to public life.

Invite student volunteers to read aloud the next five paragraphs on pages 4–6.

**CORE VOCABULARY**—Review the meaning of the vocabulary terms *serve*, *delegate*, and *Articles of Confederation* as they are encountered in the text.

**Note:** Core Knowledge students may recall the Articles of Confederation from the unit *The United States Constitution*.

**SUPPORT**—Remind students that the Articles of Confederation created a weak national government. Washington was one of the leaders who believed the Articles needed to be replaced. At the Convention, the delegates came to agree with Washington and the others who shared his belief, and they wrote a brand-new Constitution for the country.

things happen that make you take back words like forever, never, and always? That is what happened to George Washington.

First, Virginia asked him to serve as one of the state's delegates to the Constitutional Convention in Philadelphia. How could Washington say no? He had fought to give life to the young nation. But for the last four years, he could only watch helplessly as it struggled under the Articles of Confederation. He could not turn his back on his country. He had to take back that forever. He had to serve.

Then, the delegates to the Constitutional Convention gathered in Philadelphia in 1787. They needed a strong, steady leader to

**Vocabulary**  
serve, v. to work for one's country, as a government official or in the military  
delegate, n. a representative  
Articles of Confederation, n. the first plan of the United States proposed by the U.S. Constitution in 1789



**Page 5** read the Constitutional Convention.


got them through the hard work ahead. They turned to George Washington to serve as chairman of the convention.

Again, Washington agreed to serve.

And now, with the Constitution ratified by the states, Washington knew he would be called to serve again. As expected, he was everyone's choice to be the nation's first president. Once again, he knew he could not say no. Forever would have to wait. He would serve the republic again to make sure the new nation got off to a good start.

On April 16, Washington said goodbye to Mount Vernon once again and set out for New York, the nation's temporary capital. There his inauguration would take place. An inauguration is a formal ceremony at the start of a term of office.

**Vocabulary**  
ratify, v. to approve



**Page 6** inauguration on April 30, 1789.

The trip from Mount Vernon to New York City took far longer than Washington expected. In every village and town he traveled through, he had to attend speeches, parades, and dinners in his honor. Citizens lined the streets to cheer as his carriage passed by. On the country roads, men on horseback rode in front of, behind, and alongside Washington's carriage. The traffic filled the country air with dust as the journey became one long parade. After eight days, Washington finally arrived in New York.

Inauguration Day—April 30, 1789—dawned bright and sunny in New York City. A crowd of thousands assembled in front of the building known as Federal Hall. Shortly after noon, George Washington and a small group of officials stepped out on the balcony. Placing his hand on a Bible, Washington repeated the oath of office written in the new Constitution: "I do solemnly swear that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Because there were no loudspeakers in 1789, few people on the street below could hear the words. Nevertheless, they knew they had witnessed a historic moment. After Washington spoke the final words of the oath, an official called out, "Long live George Washington, President of the United States!" The crowd cheered wildly.

**Vocabulary**  
oath of office, n. a promise made by a government official to obey the law and fulfill the responsibilities of his or her job

**Page 7**

**Have students read independently the last six paragraphs on pages 6–7.**

**CORE VOCABULARY**—Point out the vocabulary boxes for *ratify* and *oath of office*. Encourage students to refer to the boxes as they read.

**Note:** Core Knowledge students may recall the vocabulary term *ratify* from the unit *The United States Constitution*.

**SUPPORT**—Review with students what happens on Inauguration Day, and discuss Inauguration Day ceremonies they might have seen on television.

**After students have read the text, ask the following questions:**

**LITERAL**—After the Revolutionary War ended, what did Washington plan to do?

» He planned to return to private life and live at Mount Vernon.

**LITERAL**—Why did some Americans compare George Washington to the Roman general Cincinnatus?

» Like Cincinnatus, who had been given power in the Roman republic and then stepped down, as soon as the Revolutionary War was over, George Washington gave up his power as commander in chief.

**Note:** You may also want to refer to the remark made by King George III regarding Washington's resignation to emphasize that what Washington did was unusual: throughout history, once in power, many generals have refused to give up power, even after a war was over.



**LITERAL**—Whom do Americans call the "Father of His Country"?

» George Washington



**INFERENTIAL**—Why do you think Washington was everyone's first choice to be president?

» Possible response: He was a popular leader, had served his country many times, and had been commander in chief of the successful Continental Army. Americans trusted Washington because he had given up his power as the commander in chief after the Revolutionary War was won.

**LITERAL**—In the presidential oath of office that he took, what did Washington promise to do?

» He promised to preserve, protect, and defend the Constitution.

## Timeline

---

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was George Washington chosen to be the first president of the United States?”
- Post the Image Card to the Timeline under the date referencing the 1780s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “Why was George Washington chosen to be the first president of the United States?”
  - » Key points students should cite include: He was well known as commander of the Continental Army that won the Revolutionary War and was respected because he had willingly given up power after the war was over; he chaired the Constitutional Convention and generally was well liked by the people.
- Choose one of the Core Vocabulary terms (*resignation, republic, serve, delegate, Articles of Confederation, ratify, or oath of office*), and write a sentence using the term.

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

## Additional Activities

---



### Virtual Tour of Mount Vernon

ACTIVITY LENGTH FLEXIBLE

**Materials Needed:** Internet access; paper, pencils



**Background for Teachers:** Before beginning this activity, review the web page with the interactive virtual tour of Mount Vernon. The Mount Vernon website can be used to explore different aspects of life at Mount Vernon. For example by following the path Outbuildings>Sixteen-sided Barn, you will find a video explaining how workers separated wheat seed from the stalk to be ground into flour. It is suggested you plan how much time you will spend exploring and discussing the various aspects of Mount Vernon. It is also possible, if students have Internet access, that they could explore Mount Vernon in small groups.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the Mount Vernon virtual tour may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Mount Vernon

Begin this activity by having students look at the image of Mount Vernon in the opening photo. Remind students that Mount Vernon is located across the Potomac River from Washington, D.C. Click on the middle triangle icon to see a welcome to the mansion. Before exploring various parts of Mount Vernon, have a general discussion about this overall view of Mount Vernon. Tell students that the tour will show them how some people lived in the late 1700s and early 1800s. Ask students whether this is a grand house and whether they think it represents the type of houses most people at that time lived in. Be sure students give reasons for their answers.

As you display various locations, ask students specific questions about each location you explore in the tour. At the end of the tour, ask students what specific locations they want to see that were not visited. If time allows, visit those locations.

It is suggested your tour include the following: Mansion: Washington's Bedchamber; Little Parlor. Outbuildings: Women's Slave Quarters; Salt House (click on instruction video); Smokehouse, and Sixteen-sided Barn. Distillery and Gristmill: Gristmill second floor (click on instruction video).

**Mansion: Washington's Bedchamber and Little Parlor:** To reach these rooms, click on the Central Passage arrow. You will be brought inside the house. At the top click on Mansion, and you will see listed Washington's Bedchamber and Little Parlor.

**Washington's Bedchamber:** Ask students whether they consider this an elegant bedroom, a bedroom of a well-to-do person. Point out that Washington and his family were well-to-do. Note the curtains around the bed, which were drawn at night for warmth and privacy.

**Little Parlor:** Ask students whether anyone knows what kind of instrument this is? It is related to the piano, but it is a harpsichord, a keyboard instrument that preceded the piano. Click on the + on the harpsichord, and ask a volunteer to read aloud the text. It tells how Washington came to have a harpsichord in his house. Ask students whether they have ever heard harpsichord music. Click on the triangle on the music to play an example of harpsichord music.

Next, go to the section marked **Outbuildings**. Click on **Women's Slave Quarters**. Then, click on the + on the spinning wheel. Invite a volunteer to read aloud the text. Tell students that, in those days, households spun their own thread, which was woven into cloth and then made into clothing. Women did this work.

Explain to students that many of the early presidents, most of whom lived in Virginia, owned slaves who carried out the many duties associated with daily life at this time. You may also want to note that today, we recognize that slavery is a cruel and inhumane practice. During Washington's time, while some people, including Washington, struggled with the idea of treating enslaved people as property, slavery was a generally accepted practice.

You and your students can learn more about the enslaved workers at Mount Vernon.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the Mount Vernon exhibits about slavery may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

**Salt House:** Discuss with students how people preserved their food in the 1800s, and point out that households did not have refrigerators. Click on the triangle, and show the video explaining how people preserved food in Washington's time. Ask students whether they have ever had fish that was salted to be preserved.

**Smokehouse:** Click on the Smokehouse listed under Outbuildings. Tell students that most large households had a smokehouse. It was another way of preserving meat, besides salting it. Ask students whether people still have smokehouses to smoke their meats. The answers may vary, but many households and restaurants still do smoke meats, mostly for flavor. Point out to students that barbecued meats are usually smoked.

**Sixteen-sided Barn:** Follow the prompts under Outbuildings. Click on the triangle, and have students watch the video about Washington's own design for a building that can more efficiently separate the wheat seed from the stalk. Discuss with students how much work is involved in this process.

**Distillery and Gristmill:** Follow the prompts to reach the second floor, and click on the triangles; each one will show a video the stone gristmill in action making flour. Ask students whether they have ever seen in the grocery store bread that is advertised as having been made with "stone ground flour." Many people today believe it is the best way to grind wheat seeds into flour.

To conclude the tour, have small groups of students discuss whether they would like to have lived in the early 1800s as George Washington did. Remind students to give reasons for their views. If time permits, have each student write a short essay expressing their view. Be sure students give reasons for their answers.



## CHAPTER 2

# The First Year

**The Big Question:** What steps did the First Congress take to help establish a more organized system of government?

### Primary Focus Objectives

- ✓ Describe the precedents Congress and the president established in the first year. **(RI.4.3)**
- ✓ Summarize the Bill of Rights passed by Congress in the first year. **(RI.4.2)**
- ✓ Describe what the president's Cabinet is. **(RI.4.3)**
- ✓ Explain that John Adams served as the first vice president. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *precedent*, *legislative*, *judicial*, *executive*, *tax*, and *Bill of Rights*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About the First Year":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

**precedent, n.** an example for future actions or decisions **(8)**

*Example:* George Washington set the precedent for U.S. presidents serving no more than two terms in office.

*Variations:* precedents

**legislative, adj.** having the power to make laws **(10)**

*Example:* The legislative branch in the United States creates laws, such as laws about the government's budget.

*Variations:* legislature (noun)

**judicial, adj.** having the power to decide questions of law **(10)**

*Example:* The Supreme Court is part of the judicial branch of the U.S. government.

**executive, adj.** having the power to carry out and enforce laws **(10)**

*Example:* The president is the head of the executive branch of the U.S. government.

**tax, n.** money that people are required to pay to support the workings of the government **(10)**

*Example:* In the United States, people are required to pay a tax based on their income.

*Variations:* taxes, tax (verb)

**Bill of Rights, n.** the first ten amendments to the U.S. Constitution, which list specific rights that must be protected (13)

*Example:* In the United States, the Bill of Rights guarantees the people's right of free speech.

## THE CORE LESSON 35 MIN

### Introduce “The First Year”

5 MIN



Review with students all the events represented on the Timeline Image Cards posted on the Timeline so far. Read the chapter title “The First Year.” Tell students the chapter title refers to 1789 being George Washington’s first year as president and the first year of government under the newly ratified Constitution. This new type of government had never before existed in any country.

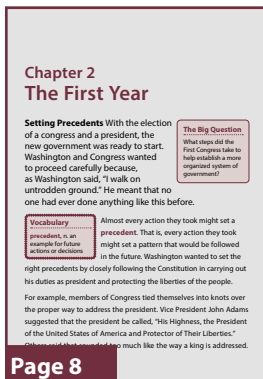
Read the Big Question: “What steps did the First Congress take to help establish a more organized system of government?” Tell students to note the actions Congress took and why, as they read the chapter.

### Guided Reading Supports for “The First Year”

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.

#### “Setting Precedents,” Pages 8–12



Scaffold understanding as follows:

#### CORE VOCABULARY—Read the section title “Setting Precedents.”

Point out the Core Vocabulary word *precedent*, and explain its meaning.

Invite volunteers to read aloud the first three paragraphs of the section “Setting Precedents” on pages 8–10.

**SUPPORT**—Refer to the third paragraph of the section and the concern about addressing a president like a king. Remind students that one of the reasons the colonies broke away from Great Britain was because they felt the British king had too much power. Even after independence, Americans still worried about giving too much power to one person or one part of government, and about a president becoming a king. One of the reasons people supported Washington as president was because they knew he had no such ambitions.



Page 9

Some thought "His Excellency" was the right way. In the end it was agreed to address Washington simply as "Mr. President." Today, the matter seems more amusing than important. But in 1789, it was taken very seriously.

Other precedents were more important. For example, the Constitution set up three branches of government: the legislative, judicial, and executive branches. The Constitution also said there will be "departments" in the executive branch of government to help the president. It does not say, though, what those departments will be. It also does not say how many of them there will be. It was up to Congress to fill in that empty space in the Constitution.

Congress decided to create three executive departments. One was the Department of State. That department was supposed to help the president in his dealings with foreign countries. Another department was the Department of War. That department was in charge of defending the country. A third department was the Department of the Treasury. That one was expected to collect taxes, pay bills, and take care of the government's money. The head of each department was called a secretary.

Creating these departments led to another precedent. The president may seek advice from his

**Vocabulary**

*legislative*, adj. having the power to make laws

*judicial*, adj. having the power to decide questions of law

*executive*, adj. having the power to carry out and enforce laws

*tax*, n. money that people are required to pay to support the workings of the government

Page 10

department heads. At first, Washington just talked to each secretary separately about the work his department was doing. After a while, though, President Washington felt he needed advice on many other matters. He began having all the secretaries meet with him at the same time to get their advice. The department heads came to be called the president's Cabinet, which means a group of advisers. The first Cabinet also included an attorney general, who gave the president legal advice, and a postmaster general, who ran the post office. The meetings came to be known as Cabinet meetings.

The Constitution does not say anything about a Cabinet. Every president since Washington, though, has had one. Over the years,

Page 11

**Read aloud the next two paragraphs in the section on page 10.**

**CORE VOCABULARY**—Review with students the meaning of the Core Vocabulary terms *legislative*, *judicial*, *executive*, and *tax* as they are encountered in the text.

**Note:** Core Knowledge students may recall the terms *legislative*, *judicial*, and *executive* from the unit *The United States Constitution*. They may recall the term *tax* from the unit *The American Revolution*.



**SUPPORT**—Draw on the board a three-column chart, and label the columns *legislative*, *judicial*, and *executive*. Work with students to fill in the main responsibility of each branch of government (found in the definitions) and the names of the people or groups in the U.S. government that fulfill these jobs. (*legislative: make laws, Congress; judicial: decide questions of law, Supreme Court and other federal courts; executive: carry out and enforce laws, president and executive departments*)

**Invite volunteers to read aloud the next two paragraphs in the section, about the Cabinet, on pages 10–12.**



**SUPPORT**—Draw attention to the image on page 11. Explain that it shows George Washington (seated and holding a sword) and his Cabinet. Note that the first Cabinet had only four members. Explain that, as the country grew, so did the government. Today, the president's Cabinet has sixteen members—one representative from each of fifteen executive departments plus the vice president.

**Invite volunteers to read aloud the last two paragraphs in the section, about the court system, on page 12.**

**After volunteers have finished reading the text, ask the following questions:**

**LITERAL**—What precedent did Congress establish about how the president would be addressed?

» They decided the president would be addressed as "Mr. President."



**LITERAL**—What is the president's Cabinet?

» The president's Cabinet is a group of advisers to the president.

**LITERAL**—What executive departments were included in Washington's Cabinet? Who else was in the Cabinet?

» Washington's Cabinet included the Department of State, the War Department, and the Department of the Treasury. The Cabinet also included an attorney general and a postmaster general.

**LITERAL**—What did the First Congress decide about the Supreme Court?

» It decided how many judges it should have (six).



**LITERAL**—How many judges are on the Supreme Court today?

» Today, the Supreme Court has nine judges.

## “A United States Tax,” Pages 12–13

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Have students read independently the section “A United States Tax.” Encourage them to refer to the vocabulary box for *Bill of Rights* on page 13 as needed.

**Note:** Students may recall the Bill of Rights from the unit *The United States Constitution*.

**SUPPORT**—Remind students that while Congress passed the Bill of Rights, the amendments did not officially become part of the Constitution until they were ratified by enough states. According to the Constitution, an amendment is not ratified until it is approved by a two-thirds vote in both houses of Congress and by three-fourths of the states.

**After students have read the text, ask the following questions:**

**LITERAL**—What new power did the Constitution give Congress?

» It gave Congress the power to tax.

**EVALUATIVE**—Why was the power to tax important for Congress to have?

» The central government needed to raise money to pay debts from the Revolutionary War.

**LITERAL**—What kind of tax did the First Congress create?

» It created a tax on imported goods, or goods brought into the United States from other countries.



**LITERAL**—What was the Bill of Rights?

» The Bill of Rights includes the first ten amendments to the Constitution. It lists specific rights that must be protected.

Congress has added departments to the executive branch, and the president's Cabinet has grown.

Another of those empty spaces in the Constitution had to do with the courts. The Constitution says that there will be a Supreme Court. It does not say how many judges should serve on it. It says that Congress can establish courts below the Supreme Court. It does not say what those courts should do or how many there should be. All of that was up to Congress.

Therefore, in that very first year under the new government, Congress passed a law filling in details about courts and judges. It said the Supreme Court should have six judges. Congress changed that number several times over the years. Sometimes it was seven, then eight, then nine, then ten, then eight again, and nine again. (It has been nine for more than 130 years, so it will probably stay that way.) But that is not to say that it cannot change again. It is possible, as the court is not constitutionally bound to nine members. The Supreme Court, of course, is the top court in the country. Congress, however, also created enough other courts so that people in every part of the country could use the court system.

**A United States Tax**

During that first year, Congress passed another important law regarding the government. In the old days, the central government did not have any money. The government also owed about \$79 million, including debt from the Revolutionary War. That was because the government did not have the power to tax. The new

**Page 12**

Constitution changed that. In 1789, Congress placed a tax on more than eighty imported products—that is, products brought into the United States from other countries. It was not much of a tax, but it was enough. For the first time, the central government could start paying its bills.

The greatest success of the First Congress, however, was passing a Bill of Rights. James Madison was the author of these first ten amendments. He urged his fellow representatives to pass the Bill of Rights. They agreed, and the basic liberties of the people became the law of the land when the states ratified the Bill of Rights.

**Vocabulary**  
Bill of Rights, n. the first ten amendments to the U.S. Constitution, which list specific rights that must be protected

**Page 13**

## Timeline

- Show students the Chapter 2 Timeline Image Cards of the first Cabinet and the Bill of Rights. Read and discuss the captions.
- Review and discuss the Big Question: “What steps did the First Congress take to help establish a more organized system of government?”
- Post the Image Cards on the Timeline under the date referencing the 1790s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What steps did the First Congress take to help establish a more organized system of government?”
  - » Key points students should cite include: Congress created three executive departments: Department of State, War Department, Department of the Treasury; passed the Bill of Rights; established the number of judges on the Supreme Court and set up federal courts throughout the states; passed a tax law.
- Choose one of the Core Vocabulary words (*precedent*, *legislative*, *judicial*, *executive*, *tax*, or *Bill of Rights*), and write a sentence using the word.

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

## Additional Activities



### The President’s Cabinet (W.4.7)

45 MIN

**Materials Needed:** Internet access; board or chart paper

Write on the board or chart paper the following list:

- Secretary of Agriculture
- Secretary of Commerce
- Secretary of Defense
- Secretary of Education
- Secretary of Energy
- Secretary of Health and Human Services
- Secretary of Homeland Security
- Secretary of Housing and Urban Development
- Secretary of the Interior
- Secretary of Labor
- Secretary of State
- Secretary of Transportation
- Secretary of the Treasury
- Secretary of Veterans Affairs
- Attorney General
- Vice President

Explain that these are the positions of the people who serve on the president's Cabinet today. Explain that each new president chooses new Cabinet members. Organize students into pairs, and assign each pair one or two titles from the list.

Have each pair research to find the name of the person who currently holds that Cabinet position and read about the general responsibilities of this position. Have students record on the board or chart paper the names next to the titles and report back to the class what they learned about each position.

Ask students to share whether they have heard about any of these individuals in the news and in what context.

## Getting to Know George Washington

45 MIN

**Materials Needed:** Internet access; sufficient copies of "George Washington" by Rosemary and Stephen Vincent Benet



**Background for Teachers:** Before beginning this activity, preview the video *Lessons in Leadership* (found at the bottom of the Mount Vernon web page) and the "Ten Facts About Washington's Presidency" web page. The video is 17:36 minutes long. You may wish to select excerpts to show the class instead of playing the video in its entirety.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video, facts list, and poem may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

Distribute copies of the poem "George Washington" by Rosemary and Stephen Vincent Benet. Explain that this poem was written in the 1900s, more than one hundred years after Washington's presidency. The poem tells about Washington's life and career. Have volunteers read aloud the poem. As a class, identify the facts about Washington's life that are included in the poem.

Note that the poem does not specifically identify Washington as the first president, but in many ways, that was one of his most important roles. As the first president, Washington set many precedents, examples, for what it meant to be president. Show the class all or parts of the video *Lessons in Leadership*, having them listen for examples of the precedents—or lessons—set by Washington.

Review the list of "Ten Facts About Washington's Presidency," using student-friendly language to briefly explain each of the ten headlines.

Use the video and facts list to generate a class discussion about which precedent students believe is Washington's most important and why.

As a challenge, for homework, have students write their own poem celebrating Washington's presidency.

## CHAPTER 3

# Hamilton and Jefferson

**The Big Question:** How did Hamilton's and Jefferson's beliefs about government differ?

### Primary Focus Objectives

- ✓ Compare the ideas of Hamilton and Jefferson. **(RI.4.2)**
- ✓ Describe the development of political parties, including the present-day system that has two main parties (Democrats and Republicans), as well as Independents. **(RI.4.2)**
- ✓ Summarize the Whiskey Rebellion, including the response of the new government. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *administration*, *diverse*, *stable*, *currency*, *vote*, and *frontier*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Hamilton and Jefferson":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Page



AP 3.1

- Display and individual student copies of Hamilton and Jefferson Chart (AP 3.1)

### Core Vocabulary (Student Reader page numbers listed below)

**administration, n.** a group of people responsible for carrying out the day-to-day workings of an organization **(14)**

*Example:* Members of the president's administration often disagreed with him.

*Variation:* administrations

**diverse, adj.** having many different types or parts **(17)**

*Example:* Hamilton thought the United States should have a diverse economy.



**stable, adj.** likely to stay the same and not change (17)

*Example:* Both Jefferson and Hamilton wanted a stable government.

**currency, n.** a system of money (18)

*Example:* Hamilton's First Bank of the United States created a common currency.

*Variation:* currencies

**vote, n.** an official choice made by a person through casting a ballot, raising a hand, or speaking aloud (19)

*Example:* Given his accomplishments, the vote for George Washington to be president was not surprising.

*Variation:* votes, vote (verb)

**frontier, n.** where newly settled areas meet unsettled, but not necessarily uninhabited, areas (19)

*Example:* As the country grew, the frontier moved farther and farther west.

*Variation:* frontiers

## THE CORE LESSON 35 MIN

### Introduce "Hamilton and Jefferson"

5 MIN

Review the Timeline Image Cards that are posted on the Timeline. Remind students that soon after Washington became president, two major events occurred regarding the new government: Washington formed a Cabinet, thus establishing the precedent of presidents having a Cabinet, and the Bill of Rights was passed by Congress.

Tell students that in this chapter, they will learn about Alexander Hamilton and Thomas Jefferson. Both men were involved in the American Revolution, Hamilton as an aide to General Washington and Jefferson as author of the Declaration of Independence. Both men also played important roles in the new government.

Introduce the Big Question, and encourage students to look for details about each man's ideas as they read this chapter.

### Guided Reading Supports for "Hamilton and Jefferson"

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.

## "A Solid Foundation," Pages 14–16

**Chapter 3**  
**Hamilton and Jefferson**

**A Solid Foundation** What a busy year 1789 was for the new government of the United States! New executive departments. A brand new federal court system. Important precedents. The new nation's first-ever tax.

**The Big Question** How did Hamilton and Jefferson's beliefs about government differ?

In just six months, President Washington and Congress had laid a solid foundation for a healthy new government.

What is more, the American people seemed very satisfied. Less than a year earlier, arguments about the Constitution had raged in the state ratifying conventions. Now, wrote Thomas Jefferson, "the opposition to our new Constitution has almost totally disappeared."

**Vocabulary** *administration*: a group of people responsible for carrying out the day-to-day workings of an organization.

But the harmony did not last. Differences soon arose among Washington's closest advisers and Congress. The differences grew into angry debates. Before long they threatened to tear apart Washington's administration.

**Page 14**



Alexander Hamilton (left) and Thomas Jefferson (right) disagreed on almost everything.

At the very start of his administration, President Washington had chosen Alexander Hamilton to head the Department of the Treasury. He chose Thomas Jefferson to head the Department of State. Hamilton and Jefferson were two of the most capable people ever to serve in government. They were both great patriots. But they disagreed on almost everything. At times, President Washington felt as if he were driving a coach with horses pulling in opposite directions.

Scholars believe that the two men had never met before Washington appointed them to his Cabinet. James Madison, who knew both men well, introduced them to each other. Madison thought they would get along just fine. Was he ever wrong! In just a few months, conflict between the two men grew.

**Page 16**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the first four paragraphs of the section "A Solid Foundation" on page 14. Explain the meaning of the Core Vocabulary term *administration* when it is encountered in the text. Make sure that students also understand the meaning of the phrase "tear apart the administration."

**SUPPORT**—Review with students the difference between a president's *administration* and a president's *Cabinet*. The administration is everyone who works in the executive branch. The Cabinet is a limited group of advisers.

**Have students read independently the remainder of the section on page 16.**

**After students have read the text, ask the following questions:**

**LITERAL**—Whom did Washington appoint secretary of state?

» Thomas Jefferson

**LITERAL**—Whom did Washington appoint secretary of the treasury?

» Alexander Hamilton

**EVALUATIVE**—What did Hamilton and Jefferson have in common?

» They were two of the most capable people to ever serve in government, and they were both great patriots.

**EVALUATIVE**—Why did Washington feel "as if he were driving a coach with horses pulling in opposite directions"?

» Hamilton and Jefferson disagreed on almost everything.

## "Different Hopes for the Nation," Pages 17–19

**Scaffold understanding as follows:**

**SUPPORT**—Display and distribute the Hamilton and Jefferson Chart (AP 3.1). Have a volunteer read the column headings. Tell students that using this chart will help them understand the differences between Hamilton and Jefferson. Suggest to students that they use this chart to take notes about those differences while reading the chapter.

Activity Page



AP 3.1

#### Different Hopes for the Nation

Hamilton and Jefferson had almost completely opposite hopes and plans for America's future. Hamilton supported farming. But, he also wanted to encourage the growth of manufacturing for a diverse economy. He pictured great numbers of Americans being employed at machines, producing goods for sale in America and other countries. Jefferson agreed that the country needed some manufacturing and trade. However, he wanted America to remain mostly a nation of small farmers.

Hamilton hoped the United States would have many large cities. Jefferson did not want to see cities grow. He had seen Europe's large cities, with their masses of poor and hungry people. He wanted no part of that for America. Hamilton favored a strong, energetic, central government tied to powerful business interests. This, he thought, would help to create a strong, stable country. Jefferson said, "That government governs best, which governs least." That is, the smaller the government, the better. He believed that a nation of farmers and small businesses would guarantee people economic independence and liberty.

Who should run this government and make decisions? Here again, Hamilton and Jefferson came down on opposite sides. For Hamilton, government should be in the hands of "the rich,

**Vocabulary**  
diverse, adj. having many different types or parts  
stable, adj. likely to stay the same and not change

Page 17

17

the well-born, and the able." Well-born means they should come from important, aristocratic families. These people, he said, would be more experienced and more able to make wise decisions. This does not mean that Hamilton believed that ordinary people could not govern. Instead he thought the experience needed to govern well came from certain groups or types of people.

Jefferson, though, believed that ordinary people could be and should be involved in governing themselves. "Whenever the people are well-informed" he wrote, "they can be trusted with their own government."

One thing that Alexander Hamilton did that helped kick-start America's economy was to create the First Bank of the United States. It was a national bank. This step allowed for the creation of a common currency. Once again, this development was not welcomed by all.

**Vocabulary**  
currency, n. a system of money

With such opposite beliefs, it's no wonder that Hamilton and Jefferson disliked each other so strongly. In fact, each one regarded the other as dangerous to the future of the young republic. They were wrong about that. Both contributed greatly to the nation's growth and health in its early years.

The many disagreements between Hamilton and Jefferson led to the birth of political parties in America. A political party is a group of people who share certain beliefs about how the government should be run and what it should and should not do to elect representatives who

Page 18

**CORE VOCABULARY**—Invite volunteers to read aloud the first five paragraphs of the section "Different Hopes for the Nation" on pages 17–18. Pause after each paragraph is read aloud, so students may take notes about Hamilton and Jefferson using the Hamilton and Jefferson Chart (AP 3.1). Stop to explain the meaning of the vocabulary terms *diverse* and *stable* when they are encountered in the text.

**CORE VOCABULARY**—Read aloud the next paragraph in the section, about Hamilton and the First Bank of the United States, on page 18. Explain the word *currency* when it is encountered in the text. Ask students to describe U.S. currency. (Students should recognize that American currency is made up of dollars and cents.)

**SUPPORT**—Explain the importance of having a common currency. At first, each state had its own currency—the money used in Massachusetts, for example, was different from the money used in Virginia. That made trade and travel between states difficult. Establishing a common currency to be used in all states made it easier for business to be conducted across state lines. It was one more step in uniting the states into a single country.



**Background for Teachers**—Regarding Hamilton's desire for a national bank, teachers should note that Hamilton wanted the bank to provide economic stability and to attract investors. The bank would also enhance national power because it was chartered by the national government and government money from tariffs and land sales would be deposited there.

**Invite volunteers to read aloud the last three paragraphs in the section.**



**SUPPORT**—Review the definition of *political party*. Remind students that the first political parties in the United States—the Federalists and the Democratic-Republicans—were formed during Washington's presidency. That is another precedent. Since then, the country has had many different political parties. Today, the two main parties are the Democrats and the Republicans. These parties are not the same as the Democratic-Republicans of Washington's era.

**After volunteers have finished reading the text, ask the following questions, encouraging students to refer to their notes on the Hamilton and Jefferson Chart (AP 3.1):**

**LITERAL**—What did Hamilton want for the United States?

- » Possible answers: Hamilton wanted a diverse economy, large cities, and a strong central government for America.

**LITERAL**—What did Jefferson want for the United States?

- » Possible answers: Jefferson wanted a small central government, and a nation of farmers and small businesses.

**LITERAL**—How did Hamilton help improve the American economy?

- » He created the First Bank of the United States, which allowed for the creation of a common currency.

**EVALUATIVE**—How did the disagreements between Hamilton and Jefferson affect American politics?

- » Two political parties developed. The party that supported Hamilton was called the Federalists; the party that supported Jefferson was called the Democratic-Republicans.

## "The Whiskey Rebellion," Pages 19–21

**Scaffold understanding as follows:**

**Have students read independently the section "The Whiskey Rebellion" on pages 19–21.**

**CORE VOCABULARY**—Before students begin to read, point out the words *vote* and *frontier*, and review their meanings.

**Note:** Students may recall the term *frontier* from the unit *The American Revolution*.

**SUPPORT**—Review the consequences of the Whiskey Rebellion: the leaders were tried and convicted, but Washington pardoned them. Explain that being pardoned means being released without punishment.

**After students have read the text, ask the following questions:**

**LITERAL**—How did Alexander Hamilton propose to pay the country's debts?

- » He proposed a tax on goods, such as whiskey.

**LITERAL**—What did many settlers on the western frontier think of the tax?

- » They did not like it and thought it was unfair. They believed the tax violated their rights.

**LITERAL**—How did farmers in western Pennsylvania respond to the tax?

- » They joined together and refused to pay it. They threatened and attacked tax collectors.

**LITERAL**—How did the government respond to the Whiskey Rebellion?

- » President Washington personally led troops to western Pennsylvania. The farmers gave up without a fight. The leaders of the rebellion were tried and convicted, but Washington pardoned them.

In the 1790s, those Americans who favored Hamilton and his ideas called themselves Federalists. Supporters of Thomas Jefferson called themselves Democratic-Republicans.

**The Whiskey Rebellion**

Congress still needed money to pay the nation's debts. Alexander Hamilton proposed a solution. Hamilton's idea was to raise money by Congress putting a tax on certain goods, including whiskey. People disagreed with other parts of Hamilton's plan. However, almost everyone thought the tax on whiskey was reasonable and constitutional. Congress passed it by a majority vote, and the president signed the bill into law.

Although almost everyone thought the tax was fair, certain settlers on the western frontier thought it was unreasonable. Many of those farmers raised corn as their main crop. Although farm families used most of what they grew to live on, they planned to sell the remainder. But the cost of shipping corn to eastern cities by wagon added so much to its price that few buyers could be found for it.

Whiskey can be made from corn. Shipping a barrel of whiskey cost less than shipping the corn it was made from. So farmers often turned their corn into whiskey.

**Page 19**

a tax on whiskey was like paying a tax on  
Source: from the frontier. Frontier farmers

**Vocabulary**  
vote, n. an official choice made by a group through casting a ballot, raising a hand, or speaking aloud  
frontier, n. where newly settled areas meet unsettled, but not necessarily uninhabited, areas

often used jugs of whiskey as a substitute. For farmers who used whiskey that way, taxing whiskey was like taxing money itself! In 1794, farmers in western Pennsylvania banded together and refused to pay the tax. They felt that the tax challenged their rights, especially since they believed the national government was not properly representing their needs and concerns. They believed it was another case of "no taxation without representation." They even threatened and physically harmed tax collectors. President Washington had some sympathy for the farmers. But he felt that the law must be followed. He also felt it was especially important for the new government to show it could enforce its laws. Washington put on his old general's uniform and led

**Page 20**

often used jugs of whiskey as a substitute. For farmers who used whiskey that way, taxing whiskey was like taxing money itself! In 1794, farmers in western Pennsylvania banded together and refused to pay the tax. They felt that the tax challenged their rights, especially since they believed the national government was not properly representing their needs and concerns. They believed it was another case of "no taxation without representation." They even threatened and physically harmed tax collectors. President Washington had some sympathy for the farmers. But he felt that the law must be followed. He also felt it was especially important for the new government to show it could enforce its laws. Washington put on his old general's uniform and led



thirteen thousand troops to western Pennsylvania to put down the Whiskey Rebellion, as it was called.

Happily, no one fired a shot. When farmers heard that troops were coming, they dropped their guns and fled. A couple of the leaders were tried and convicted. But Washington pardoned them. That ended the rebellion. Washington had shown that the new government could not only pass laws, but also make people obey them.

Still, the use of troops to put down the Whiskey Rebellion left a bitter taste in the mouths of many farmers. It also demonstrated the power of the new national government and its willingness to use it. The farmers turned against the Federalist Party. They knew that Jefferson supported farmers. So, they gave their support to the Democratic-Republican Party.

**Page 21**

thirteen thousand troops to western Pennsylvania to put down the Whiskey Rebellion, as it was called.

Happily, no one fired a shot. When farmers heard that troops were coming, they dropped their guns and fled. A couple of the leaders were tried and convicted. But Washington pardoned them. That ended the rebellion. Washington had shown that the new government could not only pass laws, but also make people obey them.

Still, the use of troops to put down the Whiskey Rebellion left a bitter taste in the mouths of many farmers. It also demonstrated the power of the new national government and its willingness to use it. The farmers turned against the Federalist Party. They knew that Jefferson supported farmers. So, they gave their support to the Democratic-Republican Party.

**INFERENTIAL**—Why do you think Washington pardoned the leaders of the rebellion instead of punishing them?

- » Possible responses: He felt sympathy for the farmers. He recognized that punishing the leaders might have divided the new nation even more.

**EVALUATIVE**—What did Washington’s actions to put down the Whiskey Rebellion show to people?

- » It showed the power of the new national government.

## Timeline

---

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Hamilton and Jefferson’s beliefs about government differ?”
- Post the Image Cards to the Timeline under the date referencing the 1790s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “How did Hamilton’s and Jefferson’s beliefs about government differ?”
  - » Key points students should cite include: They differed over the size of government, who should run the government, the National Bank and currency, and the growth of cities and political parties.
- Choose one of the Core Vocabulary words (*administration, diverse, stable, currency, vote, or frontier*), and write a sentence using the word.

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

## Additional Activities

---

### “Cabinet Battle #1” (SL.4.1, SL.4.2)

30 MIN

**Materials Needed:** Internet access; sufficient copies of the lyrics of “Cabinet Battle #1” from the musical *Hamilton*



**Background for Teachers:** Before beginning this activity, print and copy the lyrics to “Cabinet Battle #1” from *Hamilton*. You may also wish to listen to the song to familiarize yourself with it and to skip any advertisements.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the song and the lyrics may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** At the end of his first verse, Hamilton does use a curse word to describe Madison and Jefferson. This is the only coarse language in the song. However, you may wish to avoid having students listen to the song. Instead, you might provide printed lyrics sheets with the offensive word omitted or replaced for students to examine.

Introduce students to the musical *Hamilton*. Explain that the musical tells the story of Alexander Hamilton's life, including his service in Washington's administration.

One song, "Cabinet Battle #1," is about a Cabinet meeting. Ask students what the title says about the nature of the meeting. (*The title is "Cabinet Battle," so there is likely fighting.*) Hamilton wants to use the federal government to assume the states' debts and create a national bank. Jefferson is opposed. Washington tries to keep the peace. Note that while the song is a dramatization, it does reflect real conflict between Hamilton and Jefferson.

Play the song, and have students follow along on the printed lyrics sheets.

After playing the song, discuss it with students.

- Did the attacks get personal?
  - » Yes, Hamilton refers to Jefferson being somewhat out of touch about how to build a nation and spending too much time at Monticello. He also calls Madison "mad as a hatter."
- What does it mean when Washington tells the Cabinet members to "take a walk"?
  - » He is dismissing the meeting and telling the Cabinet members to calm down.

## CHAPTER 4

# The First Adams

**The Big Question:** Why was John Adams an unpopular president?

### Primary Focus Objectives

- ✓ Describe how John Adams became the second president. **(RI.4.2)**
- ✓ Explain why Adams kept the United States out of the war between Great Britain and France. **(RI.4.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *moral*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About the First Adams”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Chapter 4 is shorter than most chapters in this unit. Teachers should be prepared to present the Additional Activity: Meet Abigail Adams, if Internet access is available, or Domain Vocabulary: Chapters 1–4 (AP 4.1), after reading the chapter.

### Materials Needed

Activity Page



AP 4.1

- Internet access
- Sufficient copies Domain Vocabulary: Chapters 1–4 (AP 4.1)

### Core Vocabulary (Student Reader page numbers listed below)

**moral, adj.** relating to ideas of right and wrong **(24)**

*Example:* George Washington established the moral precedent of a president serving only two terms in office.

*Variation:* morals



## Introduce “The First Adams”

5 MIN

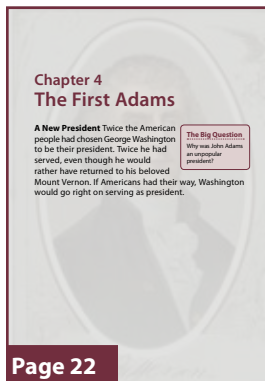
Use the Timeline Image Cards from Chapters 1–3 to review the events from Washington’s inauguration (1789) to the Whiskey Rebellion (1794). Note the chapter title, and explain that it refers to John Adams. Remind students that John Adams had served as Washington’s vice president. Tell students in this chapter they will learn how John Adams further served his country as the second president. Tell students as they read to keep the Big Question in mind and look for reasons why Adams was an unpopular president.

## Guided Reading Supports for “The First Adams”

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.

### “A New President,” Pages 22–24



Scaffold understanding as follows:

**CORE VOCABULARY**—Read aloud the first two paragraphs of the section “A New President” on pages 22–24. Stop to explain the meaning of the Core Vocabulary term *moral* as you encounter it in the text.

**After you have read the paragraphs, display and discuss the Chapter 4 Timeline Image Card of George Washington, and place it on the Timeline.**

**Finish reading the remaining paragraphs in the section “A New President.”**

**After you read the text, ask the following questions:**

**LITERAL**—What did most Americans want Washington to do?

» They wanted him to continue serving as president.

**LITERAL**—What did Washington do instead?

» After serving two terms, he did not run for reelection and established a precedent that presidents serve only two terms.

**LITERAL**—Who became president after Washington?

» John Adams



Washington, however, decided that eight years as president was enough. Not just enough for him, but enough for the country. He believed that if the new government was to succeed, the people must not depend on just one man. America needed a president, not a king. Once again, Washington voluntarily surrendered power back to the republic and the people. He returned to his home at Mount Vernon. In doing this, he set the precedent of presidents serving only two terms in office. This was not a constitutional rule but a moral precedent that was intended to prevent a return to being ruled by a monarch. Presidents followed Washington's example for 140 years!

With Washington out of the picture, the United States had its first real contest for the presidency. John Adams, who had been Washington's vice president, was the candidate of the Federalist Party. The Democratic-Republicans named Thomas Jefferson as their choice for president. John Adams won, but just barely.

In those days, the person who came in second became the vice president, even though he might be from the other political party. So Thomas Jefferson became vice president of the United States. This method of election was soon changed by the Twelfth Amendment to the Constitution.

John Adams was a greatly respected American. But he was not loved as Washington was. And he was not especially popular. While he was president, he had to make a decision that made him the right decision for the country.

**Page 24**

**INFERENTIAL**—Do you think that any man who became president right after Washington would be wildly popular?

- » Possible response: Washington was so popular that probably any man following his presidency would not be wildly popular.

## “An Old Problem” and “A Tough Decision,” Pages 25–27

**Scaffold understanding as follows:**

**Have students read with a partner the section “An Old Problem” on pages 25–26.**

**Background for Teachers**—Federalists believed that France and the Democratic-Republicans represented anarchy, while Democratic-Republicans were concerned that the Federalists and Great Britain were opposed to a republic.

**Invite volunteers to read aloud the section “A Tough Decision” on page 27.**

**Background for Teachers**—Adams signed the Alien and Sedition Acts, which made it more difficult for foreigners to become American citizens and made it a crime to criticize the government. It was not well received. The Democratic-Republicans argued the Sedition Act was a violation of free speech under the First Amendment. Thomas Jefferson and James Madison criticized the law in the Kentucky and Virginia Resolutions. In turn, Federalists criticized the resolutions, and the party tension continued during the election of 1800.

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

**LITERAL**—Why did France think the United States should help in France’s war with Great Britain?

- » France had helped the United States in its War for Independence against Britain. Now they thought it was time for the United States to return the favor.

**LITERAL**—How did the war between France and Great Britain affect the United States?

- » The French started seizing U.S. merchant ships and threatened the United States.

**An Old Problem**

The problem had actually begun while Washington was still president. Those old enemies, France and Great Britain, were back at war again. During the U.S. War for Independence, France had been America's best friend. The French navy and army had made possible the victory at Yorktown, which ended the war.

Now the French thought that it was America's turn to help them fight Great Britain. Some Americans agreed. Many favored France because the French people had just had a revolution of their own. They had overthrown their king and set up a republic. Many of the Americans who wanted to help France were Democratic-Republicans.



**Page 25**

Other Americans, however, thought the United States should side with Great Britain. Most people who felt this way were Federalists. President Washington decided that the United States must remain neutral, which means it would not take sides. It would stay out of the fighting.

Even when the British navy began to seize American ships and sailors carrying goods to France, Washington was determined to keep the United States out of war. He knew that the young nation needed time to grow and become stronger. He feared that war might destroy the modern world's first great experiment with republican government.

John Adams also believed it was important to keep the United States out of war. However, by the time he became president, that was even more difficult. By then, the French navy had also started seizing the ships of American merchants. At the same time, the French government was threatening the United States. President Adams hoped to keep America at peace. He sent three personal representatives to France to ask the French to stop. But French officials insisted on a large loan to France before they would even talk to the Americans. The Americans returned empty-handed and angry.

In response to the French, Congress created a navy department and paid for the building of a number of ships. It looked like war for sure.

**Page 26**

**A Tough Decision**

President Adams knew that taking military action would make him popular. But like President Washington before him, he also knew that the young republic needed peace. He decided he must try once more to find another solution. He sent a new ambassador to France. This time the French government talked with the American ambassador, and the two reached an agreement. President Adams had done the right thing. He had kept America out of a war. But in doing so, he lost a lot of popular support. Federalists who had wanted to go to war turned against him. Democratic-Republicans were not going to support him anyway.

President Adams was also involved in a battle about the power of the federal government. He signed a series of laws that made it more difficult for foreigners to become American citizens. It also became a crime to criticize the government. These laws were unpopular among Democratic-Republicans. Adams found himself in a very difficult situation.

**Page 27**

**LITERAL**—What did Congress do in response to the increased problem?

- » It created a navy department and had a number of ships built.

**LITERAL**—What did President Adams do when the problem continued?

- » He continued to negotiate and was finally able to negotiate an agreement with France that kept the United States out of the war.

**INFERENTIAL**—Do you think President Adams made the right decision for the country in keeping the United States out of the war?

- » Possible responses: Yes, he did the right thing for the country, even though it cost him popularity with the people. No, he should have thought of the popularity of his presidency first.

## Timeline

---

- Show students the remaining Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was John Adams an unpopular president?”
- Post the card to the Timeline under the date referencing the 1790s. Refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “Why was John Adams an unpopular president?”
  - » Key points students should cite include: He won by a very close vote; and he followed a very popular president; he kept the United States out of the war between France and Britain, and many felt that the United States should help France; he signed laws that made it difficult for foreigners to become American citizens and outlawed criticizing the government.
- Write a sentence using the Core Vocabulary word (*moral*).

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

## Additional Activities

### Meet Abigail Adams (RI.4.7)

ACTIVITY TIME FLEXIBLE

**Materials Needed:** Internet access



**Background for Teachers:** Before beginning this brief activity, preview the video to familiarize yourself with its content.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

Introduce students to Abigail Adams. Explain that she was married to John Adams and that she is a respected historical figure in her own right. Explain that the wife of a president is called “First Lady.” When John Adams became president, Abigail became First Lady.

Show students the short video biography of Abigail Adams. After showing the video, discuss with students how Abigail was ahead of her time. Note that the education she received was unusual. It was the type of education usually given to a young man. Also at that time, women were not allowed to vote and were generally excluded from political discussions. Abigail’s political involvement—and her husband’s respect for her opinion—were unusual for the 1700s. Today, First Ladies are expected to play a role similar to the precedent established by Abigail Adams.

Use the following questions to guide the discussion:

What kind of education did Abigail have?

- » She learned the basics but also studied Shakespeare and the classics.

What about Abigail impressed John Adams when they met?

- » She knew poetry, philosophy, and politics.

What do John and Abigail’s letters to each other show?

- » The letters show their affection for one another and each one’s personality. They show the uncertainty of the American Revolution.

How was Abigail “bold”?

- » She called out white male politicians on their hypocrisy.

What kind of First Lady was Abigail?

» She was very involved in politics. She was even called “Mrs. President.”

Let students know they will learn more about Abigail Adams in the next chapter.

**Domain Vocabulary: Chapters 1–4** (RI.4.4, L.4.6)

**30 MIN**

Activity Page



AP 4.1

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.1)

Distribute AP 4.1, Domain Vocabulary: Chapters 1–4, and direct students to match the vocabulary terms with their definitions.

This activity may be completed independently, by students working in pairs, or assigned for homework.

## CHAPTER 5

# A New Capital for the New Nation

**The Big Question:** How did Washington, D.C., become the capital of the United States?

### Primary Focus Objectives

---

- ✓ Identify Washington, D.C., as the national capital. **(RI.4.1)**
- ✓ Summarize how the capital came to be located near Virginia and Maryland. **(RI.4.2)**
- ✓ Describe the design of the city and its government buildings. **(RI.4.2)**
- ✓ Describe First Lady Abigail Adams's impression of the White House and hopes for the new nation. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *surveyor*, *architect*, *boardinghouse*, and *furnace*. **(RI.4.4)**

### What Teachers Need to Know

---

For background information, download the CKHG Online Resource "About a New Capital":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

---

- Internet access if available, to display the map of Washington, D.C.  
Use this link to download the CKHG Online Resources for this unit, where the specific link to a map of Washington, D.C., may be found:  
[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

---

**surveyor, n.** a person who measures the shape, size, and features of an area of land **(30)**

*Example:* Before buildings are built, a surveyor has to measure and examine the land.

*Variation:* surveyors, surveyed (verb)

**architect, n.** a person who designs buildings (31)

*Example:* Pierre L'Enfant was the architect who designed Washington, D.C.

*Variation:* architects

**boardinghouse, n.** a place to stay or live that also provides meals (33)

*Example:* People who came to Washington on business often would stay at a boardinghouse.

*Variation:* boardinghouses

**furnace, n.** a device or machine that produces heat (35)

*Example:* At first, the White House was not heated by a furnace.

*Variation:* furnaces

## THE CORE LESSON 35 MIN

### Introduce “A New Capital for the New Nation”

5 MIN

Review with students the Timeline Image Cards from Chapter 4. Remind students that Washington had retired and John Adams became the second president of the United States. One of the key events of Adams’s presidency was the war between France and Great Britain. In this chapter, students will read about another important development, one that is still important today.



Direct students’ attention to the Big Question: “How did Washington, D.C., become the capital of the United States?” Review what a capital is. (*It’s the city where the government of a state or country meets.*)

### Guided Reading Supports for “A New Capital for the New Nation” 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.

#### “Federal City,” Pages 28–30

Chapter 5  
A New Capital for the New Nation

**Federal City** Here is a puzzler to stump your friends with: What do the following cities have in common—Philadelphia, Pennsylvania; Lancaster, Pennsylvania; York, Pennsylvania; Princeton, New Jersey; Trenton, New Jersey; Annapolis, Maryland; and New York, New York?

**The Big Question** How did Washington, D.C., become the capital of the United States?

The answer? Each city was once the capital of the United States of America. Several served as the capital during the War for Independence. Several others served during the days of the Articles of Confederation. In each of those cities today, you will find a historical marker proudly stating that it was once the capital. The truth is, though, that when the government was weak and unimportant, none of those places cared much about being the capital.

However, once the new Constitution set up a strong national government, people cared very much about the location of the capital. Knowledgeable President Washington took the oath of

Page 28

Scaffold understanding as follows:

**Point out the word *federal* in the section title. Explain that *federal* is an adjective that describes the national government. Then, have students read independently or with a partner the section “Federal City” on pages 28–30.**

**Note:** Students may recall the word *federal* from the unit *The United States Constitution*.

**SUPPORT**—Note Philadelphia’s designation as a temporary capital. Remind students that this was not the first time Philadelphia had served as a capital city. It had also been the capital during the Revolutionary War.





**After students have read the text, ask the following questions:**

**LITERAL**—Which city served as a temporary capital while the new capital was built?

» Philadelphia

**LITERAL**—Which states donated the land that Congress accepted for the site of the new capital?

» Virginia and Maryland

**LITERAL**—Who chose the exact piece of land where the capital was to be located?

» President Washington



**LITERAL**—What is the name of the national capital today?

» Washington, D.C.

## “Designing the City,” Pages 30–31

The Constitution expected that a state, or several states, would give the new government a chunk of land for a permanent capital. Several states offered land. They wanted to have the capital nearby because many businesses and visitors would come to their state.

In 1790, Congress accepted an offer of land from Maryland and Virginia. The land was near the middle of the states that then made up the United States. Congress also made Philadelphia the temporary capital for the next ten years, while the new capital was being built.

President Washington chose the exact piece of land, which was to be called the Territory of Columbia. It is now known as the District of Columbia. The president selected a site across the Potomac River from his own home at Mount Vernon. The plan was for the government building to be located in one part of the district. That part was called the Federal City or the City of Washington. Later on, it all came to be known as Washington, District of Columbia, or Washington, D.C.

**Designing the City**

President Washington hired a well-known surveyor, Andrew Ellicott, to map out the area. Ellicott needed a scientific assistant for this work, someone who knew a lot about mathematics. He chose a self-taught African American named Benjamin Banneker.

**Vocabulary**  
surveyor, n. a person who measures the shape, size, and features of an area of land.

Together, Ellicott and Banneker surveyed the district, noting every

**Page 30**

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Read aloud the section “Designing the City” on pages 30–31. Stop to explain the meaning of vocabulary terms *surveyor* and *architect* as you encounter them in the text.

**SUPPORT**—Point out to students that the city still follows a checkerboard grid design. Drawing an example on the board, discuss the checkerboard grid design.

If Internet access is available, you may want to show students a map of Washington, D.C., that depicts the manner in which the streets intersect as a checkerboard grid.

Use this link to download the CKHG Online Resources for this unit, where the specific link to a map of Washington, D.C., may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**After you read the text, ask the following questions:**

**LITERAL**—Who surveyed the land before the capital was built?

» Andrew Ellicott and African American Benjamin Banneker

**LITERAL**—Who was hired to design the Federal City?

» Pierre L’Enfant

To design the Federal City, President Washington hired an engineer named Pierre L’Enfant (pyer/fahr/“fahn/). He was a French army officer who had fought with the Continental Army. He first met George Washington at Valley Forge.

L’Enfant was a brilliant engineer and architect (ahr/kuh/“tek/). Unfortunately, he had a terrible temper. He always had to have his way. This got him in trouble with a lot of people, including Washington and Jefferson. L’Enfant was fired less than a year into the job.

During that time, though, L’Enfant used Ellicott and Banneker’s survey to lay out the basic plan for the city of Washington. He adopted Jefferson’s idea for a grid system for the city’s streets. A grid system looks like the lines on a checkerboard. Then he added several broad avenues that spread out from the center, like spokes on a wheel. His plan set aside spaces for the main government buildings. The Capitol would be set on a hill. (Capitol is the building where the members of the Senate and the House of Representatives meet. The word capital refers to the city.) The “President’s Palace” was to be located on lower ground, with a fine view of the Potomac River. (The President’s Palace was later called the President’s House, and still later, the White House.) L’Enfant also reserved open spaces for parks, monuments, and fountains. It was a beautiful plan.

**Designing the Buildings**

After L’Enfant left, the government decided to hold contests for a capital and for the President’s Palace.

**Page 31**

**LITERAL**—What system did architect Pierre L’Enfant use in his plan for the city’s streets?

» He used the grid system, which looks like the lines on a checkerboard.

**EVALUATIVE**—Why did Pierre L’Enfant only work on the design for a short time?

» He was difficult to work with and was fired because he had a terrible temper and always had to have his way.

**LITERAL**—What is the Capitol?

**Note:** Write *capitol* on the board, and underline the letter ‘o.’ Use this opportunity to explain the difference in meanings between *capital* and *capitol*.

» The Capitol is the building where the members of the Senate and the House of Representatives meet.

**LITERAL**—What names were used to refer to the place where the president lived?

» It was called the President’s Palace, the President’s House, and the White House.

## “Designing the Buildings,” Pages 31–33

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Invite volunteers to read aloud the section “Designing the Buildings” on pages 31–33. Stop to explain the meaning of the vocabulary term *boardinghouse* when it is encountered in the text.

**SUPPORT**—Call attention to the images on pages 32 that show the early Capitol building and the White House. Point out to students that the bulk of the construction work on these buildings was done by both enslaved and free African Americans.

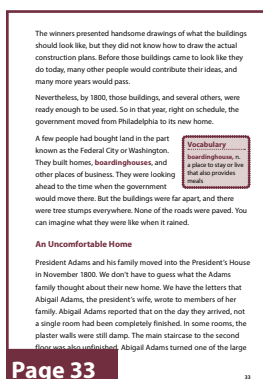
**After volunteers have read the text, ask the following questions:**

**LITERAL**—What did the government do to find the best design for the Capitol building and for what was then called the President’s Palace?

» It held a contest, and people presented drawings of what the buildings should look like.

**EVALUATIVE**—What details in the text show that the capital was not complete when people first started moving to the Federal City?

» There were tree stumps everywhere, and the roads were not paved.



## "An Uncomfortable Home," Pages 33–35

Scaffold understanding as follows:

Have students read independently the section "An Uncomfortable Home". Encourage them to refer to the vocabulary box on page 35 as they read.

**CORE VOCABULARY**—Review the Core Vocabulary word *furnace*. Explain that the furnace is a modern invention. At the time the White House was built, buildings relied on fireplaces for heat.

After students have read the text, ask the following questions:

**LITERAL**—In 1800, what did President Adams and his family find when they moved into the President's House?

» Not one room of the house had been completely finished.

**LITERAL**—Despite the difficulties, what did Abigail Adams think of the house?

» She liked it. She thought the house was built for ages to come; she could see its possibilities as she saw the possibilities of the new nation.



Abigail Adams saw great potential in the White House and in the new nation.

Page 34

unfinished rooms into a laundry room where the family wash was hung to dry.

This was before the days of furnaces. People depended on fireplaces for warmth. There was a fireplace in each room of the President's House to take the chill off and keep the house dry. That was fine, but nobody had thought to supply firewood. It turned out that the president was responsible for supplying his own. There was also no well for water. Servants had to carry water from a distance of five city blocks.

Still, Abigail Adams found much to like about the house. She could see its possibilities, as she could see the possibilities for the young republic. Unfinished? Yes, they both were. But Abigail was sure the new house, like the new nation, would become great. She knew this house was not built for a year or a decade. She wrote to her sister, "This House is built for ages to come."

**Vocabulary**  
furnace, n. a device or machine that produces heat

Page 35

## Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How did Washington, D.C., become the capital of the United States?"
- Post the Timeline Image Card under the date referencing the 1800s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



**CHECK FOR UNDERSTANDING** 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did Washington, D.C. become the capital of the United States?"
  - » Key points students should cite include: Maryland and Virginia donated land that Congress accepted; then President George

Washington selected the specific location; the overall designing and building of the Capitol building and the White House took ten years.

- Choose one of the Core Vocabulary words (*surveyor*, *architect*, *boardinghouse*, or *furnace*), and write a sentence using the word.

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

## Additional Activities

### Abigail Adams and the White House (RI.4.6, RI.4.7)

15 MIN

Activity Page



AP 5.1

**Materials Needed:** Internet access; sufficient copies of Abigail Adams and the White House (AP 5.1)



**Background for Teachers:** Before beginning this brief activity, preview the video to familiarize yourself with its contents.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

Tell students that they will learn more about what a unique woman Abigail Adams, the wife of John Adams, was. Remind students that just as George Washington set a precedent for future presidents, Abigail Adams set a precedent for future First Ladies.

Review what students read in Chapter 5 about Abigail Adams and the White House. Note that the building was incomplete when President Adams and his family moved in. Remind students what the text said about Abigail's opinion of the White House. (*It had potential. It was a fitting building for a new nation.*) Then, show students the clip of John and Abigail Adams moving into the White House from the miniseries *John Adams*.

In a brief class discussion, compare the video clip with the Student Reader content. Note that in the video clip, Abigail Adams did not seem impressed with the White House. Explain that the appreciation noted in the Student Reader came later, after she had lived there for a while.

Distribute Abigail Adams and the White House (AP 5.1), and have students complete it for homework.

## CHAPTER 6

# The Many-Sided Jefferson

**The Big Question:** What important changes did Thomas Jefferson make to the country during his presidency?

### Primary Focus Objectives

---

- ✓ Summarize the election of 1800. (RI.4.3)
- ✓ Describe Thomas Jefferson. (RI.4.2)
- ✓ Explain how the Louisiana Purchase happened. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Electoral College*, *philosopher*, and *unalienable*. (RI.4.4)

### What Teachers Need to Know

---

For background information, download the CKHG Online Resource “About the Many-Sided Jefferson”:  
[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

---

Activity Page



AP 6.3

- Internet access
- Display and individual student copies of Initial View of Monticello (AP 6.3)

### Core Vocabulary (Student Reader page numbers listed below)

---

**Electoral College, n.** a group of representatives who elect the president and vice president, based on the popular vote in each state (36)

*Example:* In 2008, the Electoral College elected Barack Obama president of the United States.

**philosopher, n.** a thinker; a person who seeks wisdom and knowledge (38)

*Example:* Thomas Jefferson was a philosopher who owned books on almost every subject.

*Variation:* philosophers

**unalienable, adj.** unable to be taken away or denied (40)

*Example:* The freedom of speech is an unalienable right.

## THE CORE LESSON 35 MIN

### Introduce “The Many-Sided Jefferson”

5 MIN

Use the class Timeline to review the first and second presidents, and the events that happened during those presidencies. Tell students that, in this chapter, they will learn about the third president, Thomas Jefferson. Review what students already know about Jefferson: he was the author of the Declaration of Independence and he served as secretary of state under George Washington. He argued frequently with Alexander Hamilton, the secretary of the treasury.

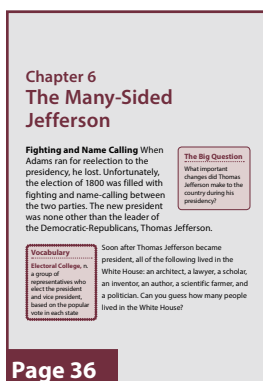
Direct students’ attention to the Big Question, and invite students to look for details about Jefferson’s actions as president.

### Guided Reading Supports for “The Many-Sided Jefferson”

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.

#### “Fighting and Name Calling,” Pages 36–40



Scaffold understanding as follows:

Read aloud the first paragraph of the section “Fighting and Name Calling” on page 36.

**CORE VOCABULARY**—Draw attention to the image on page 37, and read aloud the caption. Explain the meaning of the Core Vocabulary term *Electoral College*.

**CORE VOCABULARY**—Invite volunteers to read aloud the next four paragraphs of the section on pages 36–38. Explain the meaning of the Core Vocabulary word *philosopher* when it is encountered in the text.

**SUPPORT**—Draw student’s attention to the image on page 39 of Monticello, and invite a volunteer to read aloud the caption.



Page 37

**CORE VOCABULARY**—Read aloud the last four paragraphs in the section, pages 38–40, explaining the meaning of the word *unalienable* when it is encountered in the text.

**Note:** Students may recall the word *unalienable* from the unit *The United States Constitution*.

**SUPPORT**—Remind students that in the Declaration of Independence, Jefferson claimed that people had three basic, unalienable rights: life, liberty, and the pursuit of happiness.

**After you have read the text, ask the following questions:**

**LITERAL**—What was the presidential election of 1800 like?

- » It was filled with fighting and name calling between the two political parties.

**LITERAL**—Why did the House of Representatives decide the election?

- » The Electoral College vote was tied between Thomas Jefferson and Aaron Burr. According to the Constitution, the House of Representatives had to decide the election.

**EVALUATIVE**—What does the chapter title, “The Many-Sided Jefferson,” mean?

- » It means Jefferson had many interests and talents. He owned thousands of books, on almost every subject. He studied the weather, the stars, and nature. He experimented with growing plants and trees. He designed and supervised construction of his house and the University of Virginia.

**LITERAL**—According to Thomas Jefferson, what did people in a democracy need in order to govern themselves well?

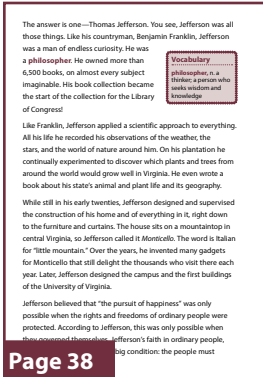
- » They needed an education.

**EVALUATIVE**—What did Thomas Jefferson believe about slavery? Did he live according to this belief?

- » He believed slavery was wrong. He kept enslaved people, so he did not live according to this belief.

**LITERAL**—Who was African American Benjamin Banneker, and what did he say to Jefferson in his letters?

- » Benjamin Banneker was a free African American who was very knowledgeable about math. He used his math skills to help design and build the Federal City. In his letters to Jefferson, he asked why Jefferson still kept enslaved people even though he had written in the Declaration of Independence that all men are created equal and that one of their unalienable rights is liberty.



Page 38



Page 39



## LITERAL—How did Jefferson answer Banneker’s questions?

- » Jefferson agreed that slavery was wrong and that African Americans could achieve a lot, but he had no good answer for why he continued to enslave people.

### “Mr. President,” Pages 40–41

#### Scaffold understanding as follows:

Have students read independently the section “Mr. President” on pages 40–41.

After students read the text, ask the following questions:

**LITERAL**—Where did Jefferson stay the night before he took the presidential oath of office?

- » He stayed in a boardinghouse, or hotel, in Washington, D.C.

**EVALUATIVE**—How did Jefferson show his belief that in a republic, all are equal and no one should have privileges over anyone else?

- » He walked through muddy streets to take the oath of office, instead of taking a carriage or having a big parade. At the White House, there were no special seating plans for dinners. He wore slippers when he greeted the British ambassador. He rode his own horse instead of using a coach. He did not have guards.

Yet Jefferson himself owned many enslaved people, as nearly every well-to-do Southern family did. Jefferson had an interesting exchange of letters on the subject of slavery with Benjamin Banneker, a free African American who helped to build the Federal City. Banneker reminded Jefferson of his own words in the Declaration of Independence—that all men are created equal, and that one of their unalienable rights is liberty. Why then, Banneker asked, was slavery allowed to continue? And how could Jefferson himself continue to hold enslaved people?

In his reply, Jefferson agreed that slavery was wrong. He said that Banneker himself was proof that African Americans could achieve much, if given their freedom. But he had no good answers to Banneker's questions. He especially had no good answers about his own enslaved people. Like many landowners of the time, Jefferson continued the practice of slavery, putting off the fight that would happen years later.

**Mr. President**

This is the man who prepared to take the office of president of the United States on March 4, 1801. That morning, Jefferson rose early as usual, wrote letters, and read in his room at a Washington, D.C., boardinghouse. He had breakfast with the other guests, as he had done for many days before. He was dressed in a plain suit, like those worn by plain citizens.

Shortly before noon, Thomas Jefferson stepped out of the is met by a small group of officials.

**Page 40**

Together they walked briskly through the muddy streets to the Capitol, where Jefferson would take the oath of office. No elegant uniform. No special badges. No ceremonial sword at his side. No elegant horse-drawn coach to carry him. No big parade. That was Thomas Jefferson.

That was Jefferson's White House, too. All visitors were treated the same. The British ambassador was offered that the president of the United States greeted him in slippers. At dinner, there was no special seating plan for guests. The first people to the table, whoever they might be, could sit next to the president if they wished. When Jefferson had to go anywhere outside the President's House, he rode on horseback by himself. There was no splendid presidential coach and no guards. President Jefferson did these things because he wanted to make a point. In a republic, all are equal. No one should have privileges above anyone else.

**The Louisiana Purchase**

President Jefferson and the members of his Democratic-Republican Party in Congress quickly changed many of the laws the Federalists had made. They got rid of the hated whiskey tax. They cut government spending. For example, they reduced the size of the army and the navy.

Jefferson had planned to make all the changes when he became president, so no one was surprised by them. His greatest achievement, however, was one he hadn't planned on at all. In fact, it came about through an incredible stroke of luck. Because

**Page 41**

### “The Louisiana Purchase,” Pages 41–45

#### Scaffold understanding as follows:

Invite volunteers to read aloud the first two paragraphs of the section “The Louisiana Purchase” on pages 41–42.

Have students read independently or with a partner the remainder of the section.

**SUPPORT**—Explain to students that it was not a new situation in 1802 when Spain closed New Orleans to U.S. western farmers. The Spanish had blocked American access to the Mississippi River and New Orleans until the Pinckney Treaty was signed in 1796.

he acted quickly when this situation arose, President Jefferson was able to double the size of the United States.

Back in the 1700s, France had claimed all the land between the Mississippi River and the Rocky Mountains. France called this area Louisiana, after King Louis of France. After one of its wars with Great Britain, France gave Louisiana to Spain.

To American farmers who lived in the West, the most important part of Louisiana was the port city of New Orleans, near the mouth of the Mississippi River. When you look at a map, you see why. If you were a western farmer growing corn or wheat, how would you send your crops to markets in the eastern cities or in Europe? Not by wagon. That would be far too expensive. You would put



**Page 42**

them on rafts and float them down river. All the rivers in that part of the country eventually flow into the Mississippi River. So New Orleans would be the end of the line for your crops. Then you would sell them to a merchant, who would then put them on ships bound for the eastern cities, or Europe, or perhaps the West Indies. What would happen, though, if the country that owned New Orleans stopped allowing Americans to use it? American farmers would not be able to get their crops to market. They would go broke.

In 1802, it looked like that might happen. Spain suddenly announced that western farmers could no longer use New Orleans. Even worse, President Jefferson learned that Spain had secretly given back all of Louisiana, including New Orleans, to France. Jefferson knew



The Mississippi River was an important trade route that could not be cut off.

**Page 43**


that the French emperor, Napoleon Bonaparte (nah'poh'lae'nu' boh'nah'pah'ee), wanted to build a new empire in the Americas. This was serious trouble.

Jefferson sent two representatives to France and instructed them to offer \$10 million for New Orleans. Here is where luck entered the picture. You remember how France and Great Britain were always going to war against each other? Well, they were about to do that again. France needed money. Also, Napoleon had given up his idea of a new French empire in North America.

When the American representatives offered France \$10 million for New Orleans, they were amazed by France's reply. No, said the French, we're not interested in selling New Orleans by itself. But if you'd like to buy all of the Louisiana Territory, including New Orleans, for \$15 million, we can make a deal.

The Americans quickly accepted. The Louisiana Purchase, as it was called, doubled America's territory at a cost of a few pennies an acre. It was the biggest bargain in American history.

Neither Jefferson nor anyone else knew exactly what he had bought. No one could know that until explorers went to see for themselves. They soon did. But that is a story for another time.



French leader Napoleon Bonaparte sold Louisiana to the United States so he could pay for a war with Great Britain.

**Page 44**



French leader Napoleon Bonaparte sold Louisiana to the United States so he could pay for a war with Great Britain.

**Page 45**

**Background for Teachers**—It is interesting to note that Jefferson was greatly concerned about the constitutionality of the Louisiana Purchase because he feared it went beyond his presidential powers. Many historians believe Jefferson thought he needed a constitutional amendment. In the end, he found it in the president's treaty-making power, which was appropriate. He apparently realized he needed to do what was right for the good of the country even if not expressly allowed in the Constitution, which contradicted his criticism of Hamilton's financial plans.

**SUPPORT**—Refer to the Louisiana Purchase map on page 42, and have students locate the areas that became U.S. territory. Have students locate the Mississippi River and New Orleans as well as the western boundary of the Louisiana Purchase.

**After students have read the text, ask the following questions:**

**LITERAL**—What changes did Jefferson and Congress make?

- » They got rid of the whiskey tax. They cut government spending and reduced the size of the army and navy.

**LITERAL**—Why was the port city of New Orleans important to western farmers?

- » The city was at the end of the Mississippi River; western farmers shipped their crops by river barges to New Orleans and sold to merchants who shipped the crops to eastern cities or Europe.

**LITERAL**—What surprised the Americans when they offered \$10 million to France for just New Orleans?

- » The French government offered to sell the entire territory of Louisiana, including New Orleans, for \$15 million.

**LITERAL**—What did the Louisiana Purchase do to the American territory?

- » It doubled the size of the country.

## Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What important changes did Thomas Jefferson make to the country during his presidency?"
- Post the Timeline Image Card under the date referencing the 1800s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What important changes did Thomas Jefferson make to the country during his presidency?”
  - » Key points students should cite include: he showed the people that in a republic, all are equal; he made the Louisiana Purchase, which doubled the size of U.S. territory.
- Choose one of the Core Vocabulary words (*philosopher*, *Electoral College*, or *unalienable*), and write a sentence using the word.

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

## Additional Activities



### The Louisiana Purchase

15 MIN

#### Activity Page



AP 6.1

**Materials Needed:** Sufficient copies of The Louisiana Purchase (AP 6.1)

Distribute copies of The Louisiana Purchase (AP 6.1), and direct students to use the map to answer the questions. Students may complete this activity page independently, in pairs, or for homework.

### Thomas Jefferson and The Louisiana Purchase

30 MIN

#### Activity Page



AP 6.2

**Materials Needed:** Sufficient copies of Thomas Jefferson and the Louisiana Purchase (AP 6.2)

Distribute Thomas Jefferson and the Louisiana Purchase (AP 6.2), and invite a volunteer to read the passage aloud.

Have students work with partners to answer the questions. Review the questions and student answers as a class. Correct any misinformation students might have.

This activity may also be assigned as homework.



### Field Trip to Monticello

45 MIN

#### Activity Page



AP 6.3

**Materials Needed:** Display and sufficient copies of Initial View of Monticello (AP 6.3); Internet access

**Alternate Art Activity for Field Trip to Monticello: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 4, available at:**

**[www.coreknowledge.org/store](http://www.coreknowledge.org/store)**

The Art Resource Packet includes a photograph of Monticello.



**Background for Teachers:** Preview the video and photographs so you can smoothly lead the virtual field trip. Use this link to download the CKHG Online Resources for this unit, where the specific links to the Monticello video and photographs may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

If Internet access is not available, skip the video and either download the images of Monticello ahead of time to create a slideshow or have students compare Initial View of Monticello (AP 6.3) with the rendering of Monticello on page 39 of the Student Reader.

On this virtual field trip, students will “visit” Thomas Jefferson’s home at Monticello, with a focus on the home’s architecture. Begin by introducing students to Monticello and its grounds using the first 1:45 of the Smithsonian Channel video *Jefferson’s Monticello*.

Briefly survey the students about what impressed them the most about the views of Monticello in the video. Students may note its isolation, its position on the mountaintop, or the extensive gardens that surround it.

Distribute Initial View of Monticello (AP 6.3). Remind students that Jefferson designed Monticello himself. Explain that the image on the activity page is one of Jefferson’s first drawings of Monticello. Display the image of Monticello’s West Front from the exterior photographs provided on the Internet. Have students compare the initial drawing with the finished building. What is the same or similar? (*There are columns and a pediment in both. The windows look similar.*) What is different? (*The height and number of floors are different. The finished building has a dome, and the drawing does not.*)

Using the West Front photograph, explain that Monticello is built in the neoclassical style, which is known for its simplicity and stateliness. Note the symmetry of the building. Explain that the front-center of the building—with the columns and pediment—is called a “portico.” Monticello has two porticos: one on the West Front and one on the East Front.

Display the image of Monticello’s East Portico. Explain that Jefferson was impressed with the examples of Italian Renaissance and ancient Roman architecture that he had seen in France on his travels as an American statesman. These well-established earlier styles show up in Monticello’s white porticos with their ancient Greek doric columns. Point out the columns and the pediment (the triangular top piece) in the portico.

Display Monticello's West Front again, and ask students the following Looking Questions:

- This house is called Monticello, which means little mountain, because of its location atop one of the Blue Ridge Mountains in Virginia. It was designed by our third president. Does anyone remember who that was?
  - » The third president was Thomas Jefferson.
- What two colors did Jefferson use in this building?
  - » Jefferson used red and white in this building.
- What building material did he use for the red parts? For the white parts?
  - » He used brick—made on the property—for the red parts and painted wood for the white accents.
- Jefferson was very influenced by Greek and Roman architecture. In what ways does this look like an ancient Greek or Roman building?
  - » It has a dome-like roof, columns, windows at a certain height, and a triangular pediment over each entrance.
- What about this house gives you a clue as to what type of person might have lived here?
  - » Answers may vary, but the house's size, setting, and design are indications of who might have lived here.
- How might it feel to walk into this building?
  - » Answers may vary. Students may think of government offices, libraries, town halls, etc. If there are any examples of this type of architecture in your town, mention them.

## CHAPTER 7

# “Mr. Madison’s War”

**The Big Question:** Why did the United States go to war with Britain in 1812?

### Primary Focus Objectives

- ✓ Summarize Jefferson’s policy regarding Britain and France. **(RI.4.2)**
- ✓ Explain why the United States went to war against Great Britain. **(RI.4.2)**
- ✓ Summarize the events of the War of 1812. **(RI.4.3)**
- ✓ Identify Madison’s contributions to the United States before and while he was president. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *merchant ship*, *impressment*, *embargo*, *secretary of state*, *militia*, *rampart*, and *frontiersmen*. **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About ‘Mr. Madison’s War’”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Chapter 7 is longer than most chapters in this unit. We recommend that teachers present this chapter over the course of two instructional periods.

### Materials Needed

Activity Page



AP 7.1

- Display and individual student copies of the Major Battles and Events of the War of 1812 (AP 7.1)

### Core Vocabulary (Student Reader page numbers listed below)

**merchant ship, n.** a ship that transports goods for sale or trade **(48)**

*Example:* A merchant ship carried a cargo of American wheat to sell in Europe.

*Variation:* merchant ships

**impressment, n.** the act of seizing seamen to serve against their will as sailors **(48)**

*Example:* In the early 1800s, many Americans were angry over the British impressment of American seamen.

*Variation:* impress (verb)

**embargo, n.** a government order that limits or stops trade (49)

*Example:* President Jefferson ordered an embargo on trade with Great Britain.

*Variation:* embargoes

**secretary of state, n.** the U.S. government official in charge of helping the president in his dealings with foreign countries (50)

*Example:* James Monroe had served as secretary of state during the Madison presidency.

*Variation:* secretaries of state

**militia, n.** a group of armed citizens prepared for military service at any time (51)

*Example:* In the 1800s, each state had its own militia.

*Variation:* militias

**rampart, n.** a thick wall built for protection (55)

*Example:* A military fort usually has a rampart around it to protect against attack.

*Variation:* ramparts

**frontiersmen, n.** people who live in an unsettled area or the wilderness (56)

*Example:* Many frontiersmen lived west of the Mississippi in the 1800s.

*Variation:* frontiersman

## THE CORE LESSON 35 MIN

### Introduce “Mr. Madison’s War”

5 MIN

Use the class Timeline to review the first three presidents: George Washington, John Adams, and Thomas Jefferson. Discuss with students what they have learned in earlier chapters about the policies of each of these presidents regarding U.S. foreign policy and wars of other nations.

Direct students’ attention to the Big Question: “Why did the United States go to war with Britain in 1812?” Tell students as they read the chapter to look for details about the causes and the results of this war.

### Guided Reading Supports for “Mr. Madison’s War”

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.



## "War in Europe," Pages 46–49

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section "War in Europe" on pages 46–48.

**CORE VOCABULARY**—Stop to explain the vocabulary words *merchant ship* and *impressment* when they are encountered in the text.

**SUPPORT**—Make sure students understand the word *impressment* and do not confuse it with the verb *impress* (to please or win respect).

**CORE VOCABULARY**—Read aloud the remainder of the section. Explain the word *embargo* when it is encountered in the text.

After you have read the text, ask the following questions:

**LITERAL**—Why did the United States want to stay neutral, or not take sides, in the war between France and Great Britain?

- » Both countries wanted to buy American goods, and the United States wanted to trade with both countries.

**LITERAL**—Why did both France and Great Britain seize American ships?

- » They wanted to prevent each other from getting American goods.

**LITERAL**—What did the British do to American ships? What was this called?

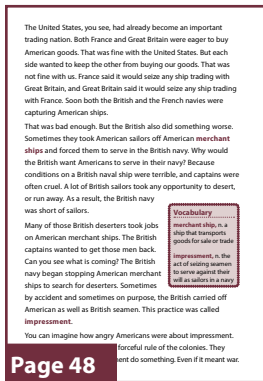
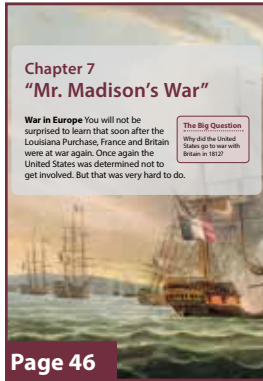
- » The British took sailors off American merchant ships and forced the sailors to serve in the British navy. This was called impressment.

**LITERAL**—What did Jefferson do to try to prevent American ships and sailors from being seized?

- » He enforced Congress's embargo on trade with France and Great Britain.

**EVALUATIVE**—What were the effects of the embargo?

- » It hurt Americans more than Britain or France. Merchants and farmers could not sell their products. Shipbuilders lost business. Many people lost jobs, France and Britain did not change.



## “Madison for Peace,” Pages 50–51

**Madison for Peace**

By this time, Thomas Jefferson's term in office had ended, and a new president was in the White House: James Madison.

People were already calling Madison the “Father of the Constitution” because of his contributions to the Constitutional Convention. He had served in the Congress for many years. He had helped get the Bill of Rights added to the Constitution. He had helped Thomas Jefferson form the Democratic-Republican Party. He had served as Jefferson's secretary of state.

As president, Madison was no more successful than Jefferson had been in dealing with Great Britain and France. Once, France tricked him into believing that they would leave our ships alone. Madison wanted so badly to believe the French that even after everyone else saw they were not keeping their word, Madison still said they were.

Americans were angry at France, but they were even angrier at Great Britain. Great Britain not only seized American ships, but they also impressed American sailors.

**Page 50**

**Vocabulary**  
secretary of state, n.  
the U.S. government official in charge of helping the president in his dealings with foreign countries



James Madison was reluctant to leave the United States during war on Great Britain.

In the Northwest Territory, Native Americans were attacking American settlements, killing some settlers and driving away others. Why should Americans blame Great Britain for that? Because the Native Americans were getting their guns from the British government in Canada. Some westerners thought the only way to stop the attacks was to drive the British out of Canada.

Congress talked more and more about war with Great Britain. Some congressmen said the United States must defend its honor against the British navy. There were even people who wanted the United States to have Canada for itself and were willing to go to war to get it.

Congressmen who talked this way became known as the War Hawks. Most of them were younger men who had not fought in the American Revolution, or in the various wars fought against Native Americans. Some had not even been born when the War for Independence happened. These men did not know—at least not from their own experience—how terrible war can be. To them, war was all about glory. They were eager to fight. It would all be so easy, they thought. Why, the Kentucky militia could take Canada all by itself, said one of them. (He was from Kentucky, of course!)

**War is Declared**

Older Americans, such as James Madison, knew more about avoid it. In the end, the pressure

**Page 51**

**Vocabulary**  
militia, n.  
a group of armed citizens prepared for military service at any time

**Scaffold understanding as follows:**

**CORE VOCABULARY**—Have students read independently or with a partner the section “Madison for Peace” on pages 50–51. Encourage students to refer to the vocabulary boxes for *secretary of state* (on page 50) and *militia* (on page 51) as they read.

**After students have read the text, ask the following questions:**

**LITERAL**—Who became president after Thomas Jefferson?

» James Madison

**LITERAL**—What had Madison accomplished before he became president?

» He was the “Father of the Constitution,” he wrote the Bill of Rights, he helped form the Democratic-Republican Party, and he served as Jefferson’s secretary of state.

**LITERAL**—Was Madison more successful than Jefferson had been in preventing Great Britain and France from capturing American ships?

» No, he was not.

**EVALUATIVE**—Why did Americans want to go to war with Great Britain more than with France?

» Britain impressed American sailors and, in the Northwest Territory, was supplying Native Americans with guns to use to attack American settlements.

**LITERAL**—Who were the War Hawks?

» They were congressmen who wanted to go to war with Britain.

**EVALUATIVE**—Why did the War Hawks think war would be easy?

» They had never fought in a war.

**Stop here on day one of the chapter. Continue with the next section, “War is Declared,” on day two.**

## "War Is Declared," Pages 51–52

from his own party was too much for President Madison. In 1812, he asked Congress to declare war against Great Britain. Congress quickly did. Those who opposed the war called it "Mr. Madison's War."

You might think that if a country plans to go to war, it would at least prepare for it. The United States, though, was almost completely unprepared. American leaders talked about taking on the British navy with its six hundred ships, while the U.S. navy had only sixteen. U.S. leaders talked about driving the British out of Canada, while the U.S. army had only seven thousand soldiers.

It is not surprising, then, that at first things did not go well for Americans in the West. American troops not only failed to take Canada but also were forced to surrender some American land.

Then came a big surprise: America's first victory came on water rather than on land. The United States had a small fleet on Lake Erie, one of the Great Lakes. Great Britain had a larger one. The American fleet was commanded by Oliver H. Perry. Perry was only twenty-eight years old, but he had served in the navy since he was fourteen. In September 1813, Perry's fleet defeated a British naval force on Lake Erie, forcing it to surrender. Perry then sent this message to the American general in the region: "We have met the enemy and they are ours."

Page 52

### Activity Page



AP 7.1

### Scaffold understanding as follows:

**Review what students read in the first part of the chapter about impressment and the growing demand for war with Great Britain. Remind students that the War Hawks were young congressmen who thought war would be easy.**

**Invite volunteers to read aloud the section "War Is Declared" on pages 51–52.**



**SUPPORT**—Display Major Battles and Events of the War of 1812 (AP 7.1). Have students find the Great Lakes and Lake Erie on the map.

### After students have read the text, ask the following questions:

**EVALUATIVE**—Was the United States prepared to go to war against Great Britain?

- » It was not prepared. It had only sixteen ships, while Britain had six hundred ships. The United States also had only seven thousand soldiers in its army.

**LITERAL**—Where did the United States win its first victory in the war?

- » It won a battle on Lake Erie in the Great Lakes.

## "The Burning of Washington," Pages 53–55



The American fleet defeated the British fleet on Lake Erie.

### The Burning of Washington

The next year, 1814, started out badly for the Americans. Great Britain's main enemy had always been France. But in 1814, the French armies surrendered to the British. That was not good news for the United States. It meant that the British could now turn their full attention to fighting Americans.

That summer, a British fleet sailed into Chesapeake Bay in Maryland with several thousand troops. Their mission was to destroy the American capital city, Washington, D.C.

Residents of Washington fled into the countryside, ahead of the British. But Dolley Madison, the first lady, stayed behind to save the White House records.

Page 53

### Scaffold understanding as follows:

**Invite students to read independently the section "The Burning of Washington" on pages 53–55. Tell students to stop at the scroll on page 55.**

**SUPPORT**—Remind students that "redcoats" was a nickname for British soldiers.

**Note:** Students might recall the nickname *redcoats* from the unit *The American Revolution*.



**SUPPORT**—Display Major Battles and Events of the War of 1812 (AP 7.1). Have students locate Washington, D.C., and Baltimore on the map.

**CORE VOCABULARY**—Introduce the vocabulary word *rampart*, and explain its meaning. **Then, have the class use the scroll on page 55 to do a choral reading of the national anthem.**

### After the class has read the text, ask the following questions:

**LITERAL**—What bad news did the United States get in 1814?

- » The French armies surrendered to the British, so it meant the British could give their full attention to fighting the United States.

the president's wife, coolly remained at the White House until she had arranged to save important government records and a fine painting of George Washington. Only then did she and the last of the White House guards leave. She left just hours before the redcoats arrived!

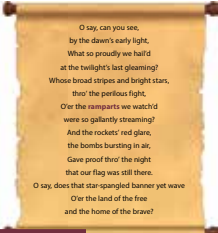
When British soldiers burst into the empty White House, they found a dinner that had been prepared for the Madisons. British officers enjoyed the fine food. Then the troops went through the place, destroying everything in their path. Finally, they set fire to the White House, the Capitol, and many other government buildings. The next day, a hurricane hit Washington, adding to the damage. Luckily, the heavy rainstorm that followed put out most of the fires.



Page 54

From Washington, the British marched to Baltimore. At the same time, the British fleet bombarded Fort McHenry, at the entrance to Baltimore's harbor. The attack lasted all day and all night. But the Americans held out. That attack inspired Francis Scott Key to write the U.S. national anthem, the "Star-Spangled Banner."

**Vocabulary**  
rampart, n. a thick wall that connects



Page 55

**LITERAL**—What was the goal of the British invasion of Chesapeake Bay?

» The goal was to destroy Washington, D.C.

**LITERAL**—What finally stopped the fires in Washington, D.C., set by the British?


» A heavy rainstorm put out most of the fires.



**LITERAL**—What was one outcome of the attack on Fort McHenry?

» Francis Scott Key wrote "The Star Spangled Banner," which became the U.S. national anthem. (Students may also note that the British were not able to take over the fort; the Americans held out.)

## "The Battle of New Orleans" and "The War Is Over," Pages 56–57



The British attack on Fort McHenry inspired the writing of the U.S. national anthem.

**The Battle of New Orleans**

Near the end of 1814, the British tried to capture the city of New Orleans, at the mouth of the Mississippi River. A British fleet landed 7,500 soldiers near the city. General Andrew Jackson, commanding a tough band of five thousand militia and frontiersmen, was waiting to meet them.

Pirates also helped defend New Orleans. Jean Lafitte was the leader of a band of pirates. Lafitte persuaded General Jackson to fight against the British.

**Vocabulary**  
frontiersmen, n. people who live in an unsettled area or on the edge of a settlement

Page 56

**Scaffold understanding as follows:**

**Read aloud the section "The Battle of New Orleans" on pages 56–57.**

**CORE VOCABULARY**—Stop to explain the word *frontiersmen* when it is encountered in the text. Help students connect the word *frontiersmen* with the term *frontier*, which they learned in Chapter 3.



**SUPPORT**—Display Major Battles and Events of the War of 1812 (AP 7.1). Have students locate New Orleans on the map.

**Invite volunteers to read aloud the section "The War Is Over" on page 57.**

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

**LITERAL**—Who led the battle to protect New Orleans?

» General Andrew Jackson

**EVALUATIVE**—What two groups joined together to prevent the British from taking New Orleans?

» A militia of frontiersmen and a group of pirates led by Jean Lafitte defeated the British.

Activity Page



AP 7.1

The last attack of the battle began on January 8, 1815. Wave after wave of redcoats attacked the American defenses. Each wave was thrown back, with heavy losses to the British. After the defeat, the British retreated to their ships and left.

#### The War Is Over

The Battle of New Orleans was the final battle of the War of 1812. In fact, it actually took place after the war officially ended. News traveled so slowly in those days that the two armies did not know that their governments had signed a peace treaty two weeks earlier! In that peace treaty, each side kept the same territory it had before the war. So one way of looking at the outcome of the war is that neither side won.

That is true. Neither side did win. But the Americans did have some gains to show for it all. They had shown themselves and the world that even if they could not defeat mighty Great Britain, they could certainly hold their own. In addition, the British stopped providing guns to Native Americans in the West. That was one of the goals of the United States. So all in all, the United States could feel satisfied with the outcome of the war.

However, Native Americans at this time did not feel as satisfied. For them, the war and the end of British support broke the back of their resistance to American settlement and expansion in the West. They lost important leaders and many warriors. The rise of this young nation was at the same time threatening the survival of Native American

american soil for hundreds of years—long had ventured across the Atlantic Ocean.

Page 57

**LITERAL**—Why did the Battle of New Orleans happen two weeks after the peace treaty had been signed?

- » News traveled so slowly in those days that news of the peace treaty being signed had not reached New Orleans.

**LITERAL**—What were the terms of the peace treaty that ended the War of 1812?

- » Each side kept the same territory it had before the war.

**INFERENTIAL**—Do you think the United States gained anything from the war?

- » Possible responses: The United States showed it could hold its own in a war against mighty Great Britain; Great Britain stopped giving Native Americans guns.

## Timeline

- Show students the two Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did the United States go to war with Britain in 1812?”
- Post the two Timeline Image Cards under the date referencing the 1810s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “Why did the United States go to war with Britain in 1812?”
  - » Key points students should cite include: Impressment, seizing of ships, and giving guns to Native Americans in the Northwest.
- Choose one of the Core Vocabulary words (*merchant ship, impressment, embargo, secretary of state, militia, rampart, or frontiersmen*), and write a sentence using the word.

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

## Additional Activities



### “The Star Spangled Banner”

30 MIN

Activity Page



AP 7.2

**Materials Needed:** Sufficient copies of the “The Star Spangled Banner” (AP 7.2.)

Distribute “The Star Spangled Banner” (AP 7.2). Have students follow along as a volunteer reads aloud the poem. Discuss with the class why they think this poem became our national anthem.

Have students work with partners to answer the questions. Encourage students to share their answers. Correct any misunderstandings students might have.

## Additional Activities



### African Americans in the War of 1812

45 MIN

**Materials Needed:** Internet access.



**Background for Teachers:** Before beginning this activity, preview the videos to familiarize yourself with their contents.

One of the videos focuses on Charles Ball, an African American enslaved man who served with the navy in Baltimore and was rewarded with his freedom. The background information gives a clearer picture of Charles Ball’s life after the War of 1812—that he was enslaved again, and though he was eventually freed, he was never able to reunite with his family.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the videos and the background information about Charles Ball may be found:

**[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)**

Talk about the different choices African Americans made in the war—to serve in the British or American navies. Discuss why enslaved African Americans would choose to escape and fight for the British rather than for the United States, and why others would choose to fight for the United States.

Charles Ball was freed after he fought for United States. Talk about what made people think it was all right to enslave him again.

Some African Americans who fought for the British went to the West Indies and some went to Nova Scotia. Discuss which group of people may have had a better experience.

## CHAPTER 8

# Monroe and the Second Adams

**The Big Question:** Why did James Monroe put the Monroe Doctrine in place?

### Primary Focus Objectives

- ✓ Explain Monroe's foreign policy and the Monroe Doctrine. **(RI.4.2)**
- ✓ Summarize John Quincy Adams's presidency. **(RI.4.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Monroe Doctrine*; and of the phrase "colonial empire." **(RI.4.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Monroe and the Second Adams":  
[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- a globe or world map

### Core Vocabulary (Student Reader page numbers listed below)

**"colonial empire," (phrase)** a group of countries or territories that are controlled by people from another country **(61)**

*Example:* In the 1500s, Spain had a growing colonial empire.

*Variations:* colonial empires

**Monroe Doctrine, n.** a statement of U.S. foreign policy that opposed European involvement in the Western Hemisphere **(63)**

*Example:* Through his Monroe Doctrine, President Monroe declared that European countries must not try to regain control of Spain's colonies.



## Introduce “Monroe and the Second Adams”

5 MIN

Use the posted Timeline Image Cards to name and review the first four presidents of the United States. Tell students that, in this chapter, they will learn about two more presidents, James Monroe and John Quincy Adams.

Direct students’ attention to the Big Question: “Why did James Monroe put the Monroe Doctrine in place?” Tell students as they read this chapter to look for details about the foreign policy of President James Monroe.

## Guided Reading Supports for “Monroe and the Second Adams”

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.

### “James Monroe,” Pages 58–61

Scaffold understanding as follows:

**CORE VOCABULARY**—Invite volunteers to read aloud the section “James Monroe” on pages 58–61. Stop to review the vocabulary term *secretary of state* when it is encountered in the text. Remind students that a few men who became presidents had previously served as a secretary of state, including Thomas Jefferson and James Madison.

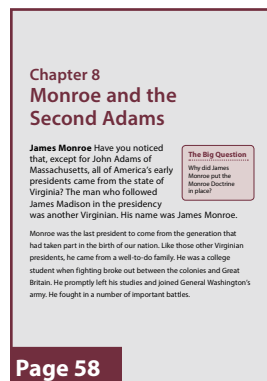
After volunteers have read the text, ask the following questions:

**LITERAL**—What did most of country’s early presidents have in common?

- » They came from Virginia, knew about farming, were well educated, and believed in serving their country.

**LITERAL**—How did James Monroe represent the end of an era?

- » He was the last president from the generation that had taken part in the creation of the United States.



**LITERAL**—In Monroe’s reelection in 1820, why did no one run against him?

» The Federalist Party was unpopular and very much in decline.

After the war, Monroe studied law and then held a number of important jobs in the national government. He was one of the people President Jefferson sent to France to buy Louisiana. He later served as Madison’s secretary of state.

Much about James Monroe seemed old-fashioned. He even dressed in an old-fashioned way, wearing knee pants long after most men had switched to trousers. He wore shoes with silver buckles and wore his hair in a wig, both of which had gone out of style many years before.

Still, people seemed to like Monroe. Perhaps they felt comfortable with him. Perhaps it was because he didn’t lecture them. Like those earlier presidents, he knew a lot about farming. Like them, he loved books and learning. And like them, he believed in duty to his community and his country. Also, everyone agreed that he was as honest as the day is long. That’s a lot of things to like about a person.

When Monroe ran for reelection in 1820, no one ran against him. However, that wasn’t just because he was well-liked. It was because of an important change in the political parties. The Federalists had not won an election since John Adams was president, before 1800. Over the years, the Federalist Party had become less and less popular. Many Federalists had opposed the War of 1812, and some even sounded like they’d be happier if the union of states broke up.

That’s not a good way to win elections. When Monroe ran for party wasn’t able to offer much


Page 60

## “Spain Loses Power and Colonies,” Pages 61–63

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Spain Loses Power and Colonies” on page 61.

**CORE VOCABULARY**—Stop to explain the phrase “colonial empire” when it is encountered in the text.

 **SUPPORT**—Use a globe or world map to show the extent of Spain’s empire. Point out, or have students locate, Spain, Central America, South America, and North America. Point out the location of Florida in North America.


Invite volunteers to read aloud the next three paragraphs of the section, about the Seminole Wars, on pages 61–62.

**Note:** Students in Core Knowledge schools may recall the Seminoles from the Grade 3 unit *The Earliest Americans*.

**SUPPORT**—Direct students’ attention to the image on page 62. Invite a volunteer to read aloud the caption.

Have students read independently the remainder of the section.

**CORE VOCABULARY**—Review the meaning of the Core Vocabulary term *Monroe Doctrine*.

 **SUPPORT**—Use a globe to illustrate the Monroe Doctrine. Have students identify Europe and the Western Hemisphere. Explain that under the Monroe Doctrine, European nations were not allowed to become involved in countries in the Western Hemisphere.

After students have read the text, ask the following questions:

**LITERAL**—By the 1800s, what was happening to Spain’s colonies?

» Most of the Spanish colonies in the Americas were overthrowing Spanish rule.

opposition. By the time he ran for a second term, the Federalist Party was very much in decline.

### Spain Loses Power and Colonies

Spain once had the largest colonial empire in the world. The Spanish had controlled all of Central America, nearly all of South America, and a big chunk of North America as well. But those days were long gone. In the 1800s, Spain was a weaker nation. Many of its colonies in the Americas were overthrowing Spanish rule.

Spain still claimed Florida. But it had only a handful of settlements there, and it was clear there would never be more. Most of Florida was home to the Seminoles, a large group of Native Americans. Sometimes Seminoles would cross the border into the state of Georgia and raid Georgians’ farms. The Spanish government had promised to prevent those raids. It did not, however, have nearly enough soldiers in Florida to do so. Plantation owners in Southern states were also upset. Their enslaved workers often ran away to Florida—a place that represented freedom. Because Florida was not part of the United States, they could not get them back.

After another Seminole raid into Georgia, President Monroe sent General Andrew Jackson to deal with them. Jackson’s army pursued the Seminoles into Florida, battled them, and burned

**Vocabulary**  
“colonial empire,”  
a group of countries or territories that are controlled by people from another country

Page 61

their villages and crops. Jackson also marched into several of the Spanish forts and took them over.

General Jackson had gone much farther than he was supposed to, and Spain protested. President Monroe ordered Jackson to pull his forces out of Florida. But by then, everyone could see how weak Spain was. America knew that Spain could not hope to hang on to Florida. Spain knew it, too.

Monroe’s secretary of state was John Quincy Adams, son of the second president of the United States. Adams offered Spain \$5 million for Florida, and Spain accepted. In 1821, Florida was officially added to the ever-growing United States.

By that time, nearly all of Spain’s colonies had won their independence. Many of these newly independent nations, such as Argentina and Bolivia in South America, looked to the United States as an example of how to set up new governments. They wrote constitutions that used



Despite the destruction of their villages and crops, the Seminoles were not defeated. Even after two years with the U.S. Army and outnumbered by Indian warriors, the Seminoles never admitted defeat.

Page 62

some words, as the U.S. Constitution. That made Americans feel good. It is always a nice feeling when someone wants to imitate you. The vision of the founders that they would be a “city upon a hill,” a beacon of freedom, a republic that protected liberties was coming true. For their part, North Americans were enthusiastic about independence in South America. They even named some towns after newly liberated South American countries—for example Peru, Illinois.

Some European countries, though, were not happy about this turn of events. They did not want their own colonies thinking about independence. Perhaps, they thought, the best way to keep that from happening would be to help Spain get back its South American colonies.

Now it was America’s turn to be unhappy. President Monroe and Secretary of State Adams wanted each new nation to be able to shape its own future. They believed it was important for the United States to take a strong stand against any interference in the Americas from European countries.

So in 1823 at Secretary of State Adams’s suggestion, President Monroe declared that European countries must not try to regain control of Spain’s colonies. The United States was not interfering in Europe’s affairs, said Monroe, so Europe should not interfere with the affairs of the Western Hemisphere. President Monroe’s message to Europe was sweet and simple. Heeds it, this nation became known as the

**Vocabulary**  
Monroe Doctrine, a statement of U.S. foreign policy that opposed European imperialism in the Western Hemisphere

Page 63

**LITERAL**—What did President Monroe first do when Seminoles in Spain’s Florida colony became a problem for the United States?

» He sent General Andrew Jackson to pursue the Seminoles.

**LITERAL**—What did Jackson do?

» Jackson destroyed the Seminoles’ villages and crops, and also attacked Spanish forts, which showed how weak the Spanish government was in controlling and protecting its colonies.

**LITERAL**—What was happening to Spain’s colonies in South America?

» They were becoming independent.

**LITERAL**—What was the Monroe Doctrine?

» The Monroe Doctrine was a statement of U.S. foreign policy that said European nations could not interfere in the Western Hemisphere.

## “President John Quincy Adams,” Pages 64–65

**President John Quincy Adams**

You'll remember that the only party left by this time was the Democratic-Republican Party, or just the Republican Party, as it was usually called by them. The Federalist Party had withered away. Don't think for a minute, though, that there weren't any more contests for the presidency. The Republicans split into several different groups, and new parties were formed. In 1824, four candidates competed for the presidency. Two of them were Andrew Jackson and John Quincy Adams. The election was very close, but Adams won, even though many of Jackson's supporters charged—wrongly—that he had won unfairly.

John Quincy Adams certainly was well-trained for the presidency. His parents, John and Abigail Adams, saw to it that he was well-educated. He could translate Greek, and he could speak French. When he was only fourteen years old, he was already serving his country as a secretary to the U.S. ambassador to Russia. After that, he continued to serve his country in one important job after another. As you have read, he was President Monroe's secretary of state.

During all those years, and as president too, John Quincy Adams followed a rigorous daily routine. He rose at 5:00 a.m. He built a fire



John Quincy Adams became the nation's sixth president.

**Page 64**

**Scaffold understanding as follows:**

**Have students read independently the section “President John Quincy Adams.”**

**After students read the text, ask the following questions:**

**LITERAL**—How was John Quincy Adams well trained for the presidency?

» He was well educated and had served as President Monroe’s secretary of state.

**LITERAL**—Why was Adams unable to get support for his ideas?

» Many members of Congress supported Andrew Jackson and believed Adams’s suggestions were unconstitutional. Adams did not believe it was his place to argue for his suggestions.

Potomac river and swam and bathed. After that, he was ready to start his workday.

Adams was very bright, hardworking, and honest. Like his father, he believed in doing what was right, not just what was popular. And he had many good ideas, including building a national university and better roads to tie the nation together.

Unfortunately, he was unable to get support for these ideas. In part, that was because many members of Congress still supported Andrew Jackson and opposed anything that Adams wanted. They thought the federal government spending money on roads and bridges was unconstitutional. It also was because other congressmen just did not agree with his ideas. And finally, it was because John Quincy Adams did not believe the president should try to persuade members of Congress to follow him. He believed the president should just present ideas, and then it was up to Congress to consider them. But that's really not the way to be a successful president.

Even if Adams tried to persuade members of Congress to support his ideas, he probably would not have been good at it. He was not an easy man to warm up to.

So even though John Quincy Adams had great training and great ability, he did not become a great president. Like his father, he was unable to get reelected. When he ran for a second term, he was again opposed by Andrew Jackson. This time, Jackson won.

**Page 65**

65

## Timeline

---

- Show students the two Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did James Monroe put the Monroe Doctrine in place?”
- Post the two Timeline Image Cards under the dates referencing the 1810s and the 1820s; refer to the illustration in the Introduction to this unit for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “Why did James Monroe put the Monroe Doctrine in place?”
  - » Key points students should cite include: To stop other nations from trying to control former Spanish colonies in the Americas; to stop other nations from helping Spain regain its colonies in America; and because of Spain’s inability to govern and defend its Florida colony.
- Choose the Core Vocabulary term (*Monroe Doctrine*) or phrase (“colonial empire”), and write a sentence using the term or phrase.

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

# Jackson and the Common Man

**The Big Question:** Why was the election of Andrew Jackson important to ordinary Americans?

### Primary Focus Objectives

---

- ✓ Describe Jackson's election and its importance, including his appeal to ordinary people and his image as representing "the common man." (RI.4.3)
- ✓ Explain Jackson's actions regarding Native Americans. (RI.4.2)
- ✓ Summarize America's first seven presidents. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *consent* and *veto*; and of the phrase "common man." (RI.4.4)

### What Teachers Need to Know

---

For background information, download the CKHG Online Resource "About Jackson and the Common Man":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

---

**consent, n.** approval or agreement (68)

*Example:* President Jackson gave his consent to open the White House to the people on the day he took the oath of office.

**"common man" (phrase)** an ordinary person; someone who is not a member of the wealthy or ruling classes (69)

*Example:* The "common man" in the United States benefited from changes to the election laws.

**veto, v.** to reject or refuse to approve a law (71)

*Example:* President Jackson often applied his veto power to congressional legislation.

*Variation:* vetoes, vetoed

## Introduce “Jackson and the Common Man”

5 MIN

Use the class Timeline to review the first six presidents. Tell students that, in this chapter, they will learn about Andrew Jackson’s presidency. Remind students that Jackson had run against John Quincy Adams in 1824 and lost.

Direct students’ attention to the Big Question: “Why was the election of Andrew Jackson important to ordinary Americans?” Tell students as they read this chapter to look for details about Jackson’s policies during his administration.

## Guided Reading Supports for “Jackson and the Common Man”

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.

### “A Different President” and “Rise of the Common Man,” Pages 66–72

Scaffold understanding as follows:

Invite volunteers to read aloud the section “A Different President” on pages 66–68.

Read aloud the first four paragraphs of the section “Rise of the Common Man.”

**CORE VOCABULARY**—Stop to explain the vocabulary word *consent* and the phrase “common man” when they are encountered in the text.

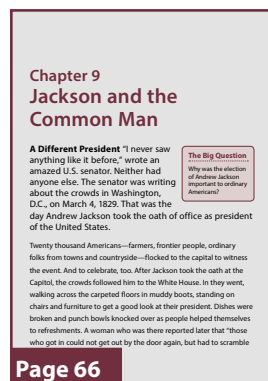
**SUPPORT**—Call attention to the Jackson campaign poster on page 69. Ask volunteers to read aloud the phrases on the poster. Discuss how these phrases would appeal to the common man.

**CORE VOCABULARY**—Have students read independently the remainder of the section. Encourage students to refer to the vocabulary box for *veto* on page 71 as they read.

After students have read the text, ask the following questions:

**LITERAL**—What was so unusual about the day Jackson took the oath of office?

- » Thousands of ordinary people went to Washington, D.C., to witness the event.



President Jackson himself had to escape by a side door. He spent his first night as president at a hotel. Someone finally got an idea for getting the crowd to leave the White House. They carried the tubs of punch out to the lawn. The people followed.

What happened at the White House that day was a result of an important change that had occurred in the United States. The American people had long been choosing representatives to make their laws and to carry them out. In early years, however, only adult white males who owned property could vote.

**Rise of the Common Man**

As time went on, Americans began to ask why it was necessary to own property to vote. These questions were part of a larger democratic spirit that had been sweeping America since the early 1800s.

Where did this new democratic spirit come from? Partly from the West. People who moved to the frontier were used to relying on themselves and their neighbors. They were used to making their own decisions. They expected to make decisions about who would serve in their governments and who would give consent to laws.

The new democratic spirit also came from eastern cities. Many workers in the cities did not have much money or property. However, they felt they should have as much say in government as

**Vocabulary**  
consent, n. approval or agreement

**Page 68**

As a result, by the late 1820s, except in a handful of states, the laws were changed. All adult white males could vote, whether they owned property or not. This change has been called "the rise of the common man."

Of course if only white males could vote, that still left out a lot of people. It left out women. It left out Native Americans. It left out African Americans—although five states did allow free African Americans to vote. With all those people left out, the changes of the early 1800s do not seem so great today. In fact, though, they were a big step toward greater democracy in America.

There was more democracy and a higher number of votes in the United States than in any other country in the world at that time.

A spirit of equality accompanied the growth of democracy. Americans believed that every person was as good as the next. Earlier, when Americans voted for their representatives

**Vocabulary**  
"common man," informal an ordinary person; someone who is not a member of the wealthy or ruling classes

**Page 69**

usually chose people who were well-educated and owned property. These were the people who were considered leaders. Now, though, citizens began to ask why ordinary Americans like themselves could not do just as good a job running the country. When voting for president, they no longer looked for philosophers like Thomas Jefferson or James Madison. They wanted a person who had things in common with themselves. They liked the idea of a president who had started life as a common person.

For many Americans, Andrew Jackson was just such a person. He was born in a log cabin on the frontier. His father died two months before he was born. His mother died when he was fourteen. Andrew had to make his own way in life. He had a little schooling. As an adult, however, he became a lawyer. (In those days, there were no special law schools. You could become a lawyer by studying with someone who was already a lawyer.) Jackson also served as a judge. He also was a member of Congress for a short time. He bought land in Tennessee and raised tobacco and cotton.

Most Americans, though, knew Andrew Jackson as a soldier. They remembered him as the hero of the Battle of New Orleans. They had cheered when General Jackson helped the United States gain Florida. Andrew Jackson was the first president from the West. Ordinary Americans thought of Jackson as one of them. They felt close enough to call him Andy or to refer to him by his nickname, "Old Hickory." That was a fitting name since hickory trees were the hardest and strongest of trees from the woods of Tennessee. (For many years, baseball bats were made of hickory.)

**Page 70**

or President Jefferson "Tommy"? So you see, those thousands of people who filled Washington, D.C., to celebrate Jackson's victory were also celebrating their own triumph.

Even though President Jackson was seen as a "man of the people," he exercised his presidential powers strongly. He vetoed a congressional bill for a renewal of the national bank because he thought it was unconstitutional. South Carolina created a controversy when it said it would not collect a tariff, or tax on imports, that they believed would hurt the South. Indeed, South Carolina argued that it possessed the right to nullify a federal law within

**Vocabulary**  
veto, v. to reject or refuse to approve a law

**Page 71**

## LITERAL—Who was allowed to vote in the late 1820s?

- » By the 1820s, nearly all adult white males could vote, whether or not they owned property.

## LITERAL—Who was not allowed to vote in the late 1820s?

- » Women, Native Americans, and enslaved African Americans could not vote.

## EVALUATIVE—Why was Jackson so popular among the ordinary people?

- » People liked the idea of a president who had started life as a common person, not as a person from a wealthy family that owned a lot of property. Jackson was a "common man," who was born in a log cabin on the frontier, managed to become a lawyer, and became well known as a popular general.

## EVALUATIVE—What kind of president was Jackson?

- » He was a strong president. He vetoed important legislation and threatened to use the army to collect taxes in South Carolina.



## “Jackson and Native Americans” and “Seven Presidents,” Pages 72–73

### Scaffold understanding as follows:

#### Read aloud the section “Jackson and Native Americans” on pages 72–73.

**SUPPORT**—Call attention to the image on page 72 of the Trail of Tears. Tell students that in 1989, Congress designated the Trail of Tears as a National Historic Trail in memory of Native Americans who had suffered and died during removal. In 2009, the original designated trail was more than doubled in size. This reflected the new discovery of documents showing several routes, as well as roundup and dispersion sites.

#### Invite volunteers to read aloud the section “Seven Presidents” on page 73.

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

**LITERAL**—What was the Indian Removal Act?

- » It was a law that enabled the federal government to force Native Americans still living east of the Mississippi River to move west of the river to lands set aside for them by the government.

**LITERAL**—How did Native Americans react to the Removal Act?

- » The Cherokee, Choctaw, Chickasaw, Creek, and Seminoles all resisted.

**EVALUATIVE**—How were the nation’s first seven presidents alike?

- » Possible responses: Each worked to help the country grow and its people prosper; to keep the country safe from possible enemies; and to bring success to the world’s first experiment in republican government.

Its own borders. Jackson threatened to use the army to force the state to collect the tax. Eventually, the federal government and South Carolina compromised on a new tax. But Jackson strongly used the powers of his office.

**Jackson and Native Americans**

Jackson was a successful president in many ways. But his treatment of Native Americans was terrible, and many criticized him for his ruthlessness.

Although most eastern Native Americans had already been forced to move west across the Mississippi River, a number of nations



**Page 72**

remained in the East. White settlers wanted Native American land for farming, and Jackson and Congress were determined that they should have it.

In 1830, Congress passed the Indian Removal Act. This law allowed the federal government to force the remaining Native Americans out of the eastern United States. They had to move to land set aside for them in present-day Oklahoma.

Five tribes—the Cherokee, Choctaw, Chickasaw, Creek (Muskogee), and Seminole—resisted, but the U.S. Army was too much for them. Finally, they moved. By the time Andrew Jackson left the presidency, nearly all Native Americans had been forced to move west of the Mississippi River. This was not an honorable time in U.S. history, and for many Native Americans it was a tragedy.

**Seven Presidents**

Washington, Adams, Jefferson, Madison, Monroe, Quincy Adams, and Jackson: these were America’s first presidents. In personality, they differed greatly, some as much as night and day. They did not all share the same vision of what the America of the future should be. But these seven presidents were alike in several important ways. Each was dedicated to helping the new country grow and to helping its people prosper. Each did everything he could to make the country safe from possible enemies. Each was determined to bring success to the world’s first great experiment in republican government. In all these ways, they succeeded. The United States owes a great debt to their leadership.

**Page 73**

## Timeline

- Show students the two Chapter 9 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why was the election of Andrew Jackson important to ordinary Americans?”
- Post the two Timeline Image Cards under the dates referencing the 1820s and 1830s; refer to the illustration in the Introduction to the unit for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “Why was the election of Andrew Jackson important to ordinary Americans?”
  - » Key points students should cite include: Americans questioned election laws that said it was necessary for a man to own property in order to vote; new laws enabled more people to vote, for example, laws that enabled nearly all white males to vote regardless of whether or not they owned land; Americans liked that Andrew Jackson was born in a log cabin, rather than in well-to-do circumstances; the election of someone who was not wealthy led to the rise of the common man.
- Choose one of the Core Vocabulary words (*consent* or *veto*) or the phrase “common man,” and write a sentence using the word or phrase.

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

## Additional Activities

### Andrew Jackson’s Inauguration

30 MIN

#### Activity Page



AP 9.1

**Materials Needed:** sufficient copies of Andrew Jackson’s Inauguration (AP 9.1)

Have student pairs read the excerpt from Margaret Bayard Smith’s book. After pairs have finished reading, have them discuss the questions below the excerpt and then write their answers to the questions. In class discussion, encourage pairs to read their answers. Discuss whether Smith revealed her feelings about the inauguration in her description of the events.

This activity may be assigned for homework.

### Domain Vocabulary: Chapters 5–9 (RI.4.4, L.4.6)

30 MIN

#### Activity Page



AP 9.2

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 5–9 (AP 9.2)

Distribute Domain Vocabulary: Chapters 5–9 (AP 9.2), and direct students to complete the crossword using the vocabulary terms in the Word Bank.

This activity may be assigned for homework.

# Teacher Resources

<b>Unit Assessment: <i>Early Presidents</i></b>	<b>79</b>
<b>Performance Task: <i>Early Presidents</i></b>	<b>83</b>
• Performance Task Scoring Rubric	<b>85</b>
• Performance Task Activity: <i>Early Presidents</i>	<b>86</b>
• <i>Early Presidents</i> Performance Task Notes Table	<b>87</b>
<b>Activity Pages</b>	
• Chapter 3—Hamilton and Jefferson Chart (AP 3.1)	<b>88</b>
• Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)	<b>89</b>
• Chapter 5—Abigail Adams and the White House (AP 5.1)	<b>90</b>
• Chapter 6—The Louisiana Purchase (AP 6.1)	<b>91</b>
• Chapter 6—Thomas Jefferson and the Louisiana Purchase (AP 6.2)	<b>93</b>
• Chapter 6—Initial View of Monticello (AP 6.3)	<b>94</b>
• Chapter 7—Major Battles and Events of the War of 1812 (AP 7.1)	<b>95</b>
• Chapter 7—“The Star Spangled Banner” (AP 7.2)	<b>96</b>
• Chapter 9—Andrew Jackson’s Inauguration (AP 9.1)	<b>97</b>
• Chapter 9—Domain Vocabulary: Chapters 5–9 (AP 9.2)	<b>98</b>
<b>Answer Key: <i>Early Presidents</i></b>	<b>100</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit Assessment: *Early Presidents*

---

### A. Circle the letter of the best answer.

1. Which position did George Washington *not* hold?
  - a) president
  - b) vice president
  - c) chairman of the Constitutional Convention
  - d) commander in chief of the Continental Army
2. Which branches of government were established by the Constitution?
  - a) executive, legislative, judicial
  - b) executive, legislative, treasury
  - c) cabinet, legislative, judicial
  - d) legislative, judicial, war department
3. Which of these is part of the judicial system?
  - a) president's Cabinet
  - b) Department of State
  - c) Supreme Court
  - d) Department of the Interior
4. How does the government get most of its money to operate?
  - a) donations
  - b) taxes
  - c) banks
  - d) the government doesn't need money
5. What did Alexander Hamilton and Thomas Jefferson disagree about?
  - a) whether manufacturing or farming was more important
  - b) if there should be more small towns or large cities
  - c) whether the central government should be strong or weak
  - d) all of the above
6. Which did *not* play a role in the Whiskey Rebellion?
  - a) corn
  - b) farmers
  - c) enslaved workers
  - d) tax

7. What did President John Adams believe about war?
  - a) The United States was too young to get involved in war.
  - b) The United States should go to war with France.
  - c) The United States was too wealthy to get involved in war.
  - d) France and England should go to war.
8. Which states donated the land that became Washington, D.C.?
  - a) New York and Pennsylvania
  - b) Virginia and Maryland
  - c) North and South Carolina
  - d) New Hampshire and Vermont
9. What did Thomas Jefferson believe people needed in order to govern themselves well?
  - a) plenty of food
  - b) taxes
  - c) education
  - d) enslaved workers
10. Which important port city was part of the Louisiana Purchase?
  - a) New York City
  - b) New Orleans
  - c) Boston
  - d) Washington, D.C.
11. What is impressment?
  - a) forcing members of one country to be part of the military, such as the army or navy, of another country
  - b) having a good opinion of someone
  - c) taking and keeping prisoners during the war
  - d) forcing citizens to pay for their country's war
12. What message did the Monroe Doctrine give to European countries?
  - a) They were welcome in South America.
  - b) They were welcome in North America.
  - c) They should not interfere in North or South America.
  - d) They should not interfere in the Eastern Hemisphere.
13. Which of these is true of President John Quincy Adams?
  - a) He didn't present his ideas forcefully.
  - b) He was cold and hard to get to know.
  - c) He wanted to build a national university.
  - d) all of the above

- 14.** What was the Indian Removal Act?
- a)** a law that gave Native Americans the rights to move east
  - b)** a law that forced Native Americans to move west
  - c)** a law that granted Native Americans the right to remove their belongings
  - d)** a law that allowed Native Americans to remove settlers from their homeland
- 15.** How was Andrew Jackson's background different from the backgrounds of presidents before him?
- a)** He was raised in Europe.
  - b)** He was wealthier than past presidents.
  - c)** He didn't come from a privileged background.
  - d)** He was the son of a president.

**B. Match the following vocabulary words with their definitions. Write the correct letter on the line.**

**Terms**

\_\_\_\_\_ 16. administration

\_\_\_\_\_ 17. embargo

\_\_\_\_\_ 18. common man

\_\_\_\_\_ 19. delegate

\_\_\_\_\_ 20. Monroe Doctrine

\_\_\_\_\_ 21. Electoral College

\_\_\_\_\_ 22. vote

\_\_\_\_\_ 23. precedent

\_\_\_\_\_ 24. oath of office

\_\_\_\_\_ 25. consent

**Definitions**

**a)** an official choice made by a person through casting a ballot, raising a hand, or speaking aloud

**b)** a promise made by a government official to obey the law and fulfill the responsibilities of his or her job

**c)** an example for future actions or decisions

**d)** a group of people responsible for carrying out the day-to-day workings of an organization

**e)** approval or agreement

**f)** an ordinary person; someone who is not a member of the wealthy or ruling classes

**g)** a government order that limits or stops trade

**h)** a representative

**i)** a statement of U.S. foreign policy that opposed European involvement in the Western Hemisphere

**j)** a group of representatives who elect the president and vice president, based on the popular vote in each state



## Performance Task: *Early Presidents*

**Teacher Directions:** While each of the first seven presidents shared a devotion to the country, each was also a unique individual faced with unique circumstances. For this task, provide students with seven index cards, and have them create a trading card for each president. Each card should have an image of the president and the president's name on one side and three to five important or interesting facts about the president on the back.

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. Individual students are not expected to provide a comparable finished table. Their goal is to provide at least three facts for each president.

President	Important or Interesting Facts
<b>George Washington</b>	Established precedent of having a Cabinet Organized the federal government Established precedent of serving only two terms in office Personally led troops to put down the Whiskey Rebellion
<b>John Adams</b>	Took occupancy of the White House Kept the United States out of war, despite it making him unpopular Married to Abigail Adams
<b>Thomas Jefferson</b>	In his dress and behavior, consistently made the point that in a republic, all are equal Made the Louisiana Purchase Designed Monticello Formed the Democratic-Republican Party Tried to stop impressment with an embargo
<b>James Madison</b>	Helped form the Democratic-Republican Party Led United States in War of 1812 Signed peace treaty with Britain that stopped Britain from giving guns to Native Americans
<b>James Monroe</b>	Last president of Revolutionary War generation Acquired the Florida peninsula for the United States Issued the Monroe Doctrine Sent Jackson to Florida to defeat the Seminoles

<b>John Quincy Adams</b>	<p>Son of John Adams</p> <p>Believed in doing what was right for the nation, rather than what was popular</p> <p>Introduced the ideas of improving the roads and building a national university</p>
<b>Andrew Jackson</b>	<p>Hero of Battle of New Orleans</p> <p>President of the “common man”</p> <p>Oversaw Indian Removal Act</p> <p>Vetoed First Bank of the United States</p> <p>Threatened to use army to collect taxes in South Carolina</p>

# Performance Task Scoring Rubric

---

**Note:** Students should be evaluated on the basis of their trading cards using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their trading cards.

<b>Above Average</b>	Cards are accurate, detailed with more than three facts, and neatly presented. Examples demonstrate a strong understanding of the presidents. One or two minor errors may be present.
<b>Average</b>	Cards are neatly presented with at least three facts and are mostly accurate. Examples demonstrate a solid understanding of each president. One to two minor errors may be present.
<b>Adequate</b>	Cards are mostly accurate but have only one to two details. Examples demonstrate some understanding of each president. Some errors may be present.
<b>Inadequate</b>	Cards are incomplete or demonstrate a minimal understanding of the presidents. The cards demonstrate incomplete or inaccurate knowledge of the early presidents. Major errors may be present.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Performance Task Activity: *Early Presidents***

---

Each of the first seven presidents shared a loyalty to the country, but each was also a unique individual faced with unique circumstances. For this task, create a trading card for each president. Each card should have an image of the president and the president’s name on one side and three to five important or interesting facts about the president on the back.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Early Presidents*.

Name \_\_\_\_\_

Date \_\_\_\_\_

### ***Early Presidents Performance Task Notes Table***

Use the table below to help organize your ideas as you refer to *Early Presidents*. You should try to have at least three to five facts for each president.

<b>President</b>	<b>Important or Interesting Facts</b>
<b>George Washington</b>	Established precedent of having a Cabinet.
<b>John Adams</b>	
<b>Thomas Jefferson</b>	Made the Louisiana Purchase.
<b>James Madison</b>	
<b>James Monroe</b>	
<b>John Quincy Adams</b>	
<b>Andrew Jackson</b>	

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

Hamilton and Jefferson Chart

	Alexander Hamilton	Thomas Jefferson
Type of Employment		
Growth of Cities		
Size of Government		
Who Governs		
National Bank and Currency		
Political Parties		

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 4.1

## Use with Chapter 4

### Domain Vocabulary: Chapters 1–4

**For each word, write the letter of the definition.**

- |                                    |  |
|------------------------------------|--|
| _____ 1. serve                     | <b>a)</b> likely to stay the same and not change   |
| _____ 2. delegate                  | <b>b)</b> a system of money  |
| _____ 3. Articles of Confederation | <b>c)</b> money that people are required to pay to support the workings of the government                            |
| _____ 4. moral                     | <b>d)</b> relating to ideas of right and wrong   |
| _____ 5. oath of office            | <b>e)</b> an example for future actions or decisions   |
| _____ 6. legislative               | <b>f)</b> having the power to make laws  |
| _____ 7. administration            | <b>g)</b> to work for one's country as a government official or in the military                                      |
| _____ 8. precedent                 | <b>h)</b> representative   |
| _____ 9. judicial                  | <b>i)</b> the first ten amendments to the U.S. Constitution, which list specific rights that must be protected       |
| _____ 10. resignation              | <b>j)</b> having many different types or parts   |
| _____ 11. ratify                   | <b>k)</b> having the power to decide questions of law  |
| _____ 12. executive                | <b>l)</b> a group of people responsible for carrying out the day-to-day workings of an organization                  |
| _____ 13. diverse                  | <b>m)</b> to approve   |
| _____ 14. stable                   | <b>n)</b> a promise made by a government official to obey the law and fulfill the responsibilities of his or her job |
| _____ 15. tax                      | <b>o)</b> having the power to carry out and enforce laws   |
| _____ 16. frontier                 | <b>p)</b> where newly settled areas meet unsettled, but not necessarily uninhabited, areas                           |
| _____ 17. republic                 | <b>q)</b> the first plan of government of the United States; replaced by the U.S. Constitution in 1789               |
| _____ 18. currency                 | <b>r)</b> a government in which people elect representatives to rule for them.                                       |
| _____ 19. Bill of Rights           | <b>s)</b> the act of stepping down from or leaving a job   |
| _____ 20. vote                     | <b>t)</b> an official choice made by a person through casting a ballot, raising a hand, or speaking aloud            |



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 5.1**

**Use with Chapter 5**

**Abigail Adams and the White House**

**Abigail Adams wrote the following letter to her daughter soon after moving into the White House in November 1800. Read the letter, and answer the questions that follow.**

My Dear Child,

I arrived here on Sunday last. . . . The house is on a grand and superb scale. It requires about thirty servants to attend and keep the apartments in proper order and to perform the ordinary business of the house and stables. . . .

Lighting the apartments, from the kitchen to parlors and chambers is a tax [difficulty] indeed. The fires we are obliged to keep to secure us from daily chills is another very cheering comfort. Bells to call for the servants are wholly lacking. . . . If they will put me up some bells and let me have wood enough to keep fires, I design to be pleased. Though surrounded with forests, can you believe that wood is not to be had because people cannot be found to cut and cart it!

You must keep all of this to yourself. When asked how I like it, say that I write you the situation is beautiful, which is true. The house is livable, but there is not a single apartment finished. . . . The great unfinished audience-room I make a drying-room of, to hang up the clothes in. . . .

For twelve years this place has been considered the future seat of government. If it had been improved during this time, many of the present inconveniences would have been removed.

- 1.** What are some of the problems Abigail Adams faced?

---

---

- 2.** Why do you think Abigail Adams tells her daughter not to repeat what she has written to her?

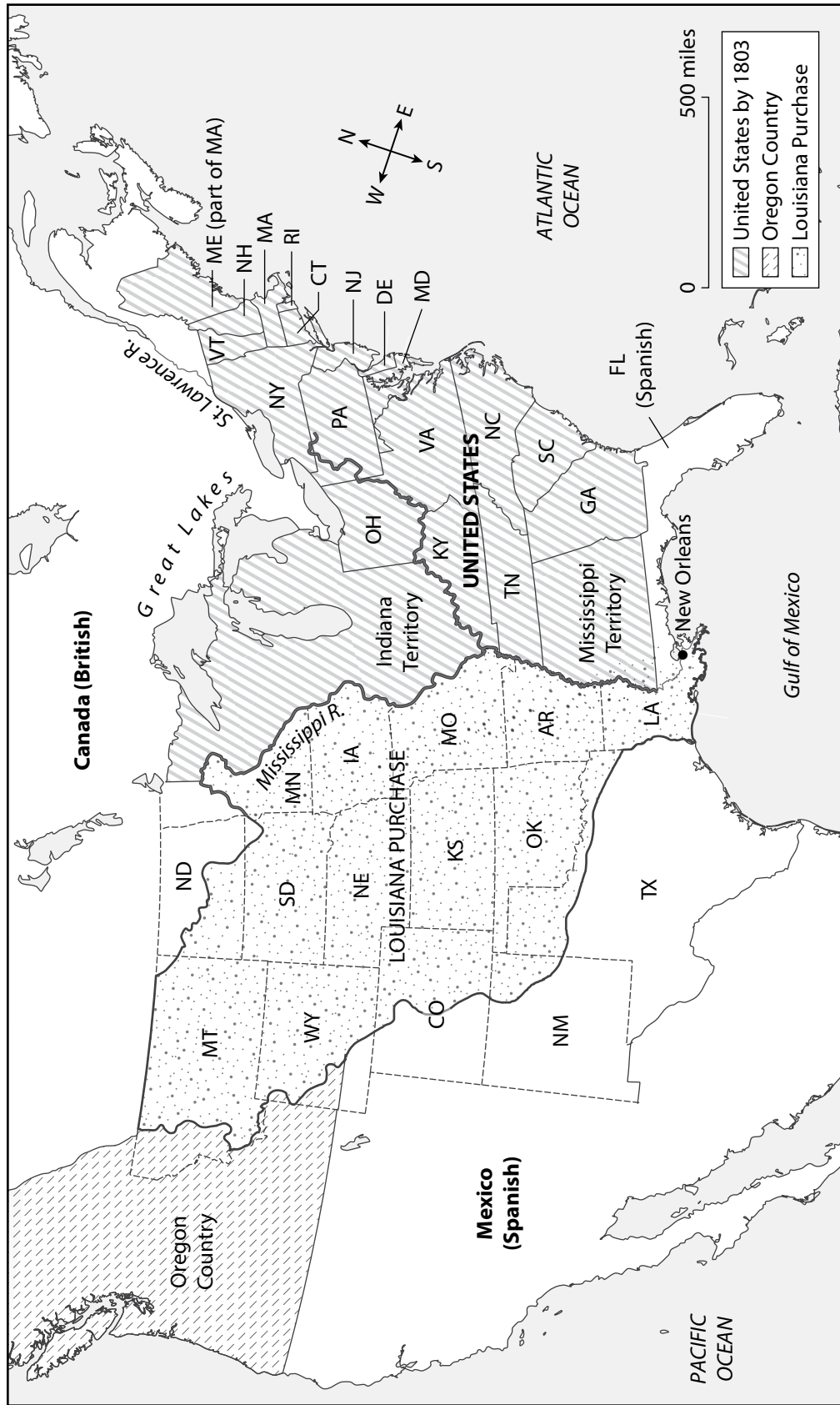
---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

### The Louisiana Purchase

Study the map. Then, use it to answer the questions that follow.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 6.1 (continued)**

**Use with Chapter 6**

**The Louisiana Purchase**

- 1.** Why was the Louisiana Purchase so important?

---

---

- 2.** How many of our current states include territory that was part of the Louisiana Purchase?

---

---

- 3.** The Louisiana Purchase cost the United States \$15 million. Based on the states included in the Louisiana Purchase territory today what is the approximate "unit cost" per state?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 6.2

## Use with Chapter 6

### Thomas Jefferson and the Louisiana Purchase

**Read this passage about Thomas Jefferson. Then, answer the questions that follow.**

At the time Thomas Jefferson became president, France claimed most of the vast land west of the Mississippi River. At New Orleans, France controlled the land on both sides of the river. This meant France could close the port to American boats if it wanted to. River traffic was very important to American settlers west of the Appalachian Mountains. So in 1803, Jefferson tried to buy New Orleans from France. To his surprise, Napoleon, the French emperor, offered to sell the whole Louisiana Territory, from the Mississippi River to the Rocky Mountains.

Jefferson believed that a president had no powers except those stated in the Constitution. And nothing in the Constitution said a president could double the size of the United States. But Jefferson also believed that the future of the United States lay in the West. He signed the treaty, buying the Louisiana Territory. Then he asked Congress for permission to do what he had already done. Some people were angry at Jefferson for doing more than the Constitution said he could. Others said he was trying to make himself emperor of the vast new territory.

1. Why was it a problem for Americans that France owned both sides of the Mississippi River at New Orleans?

---

---

2. Why did Jefferson sign the treaty to buy the Louisiana Territory?

---

---

3. Why were some people upset that Jefferson had signed the treaty?

---

---

Name \_\_\_\_\_

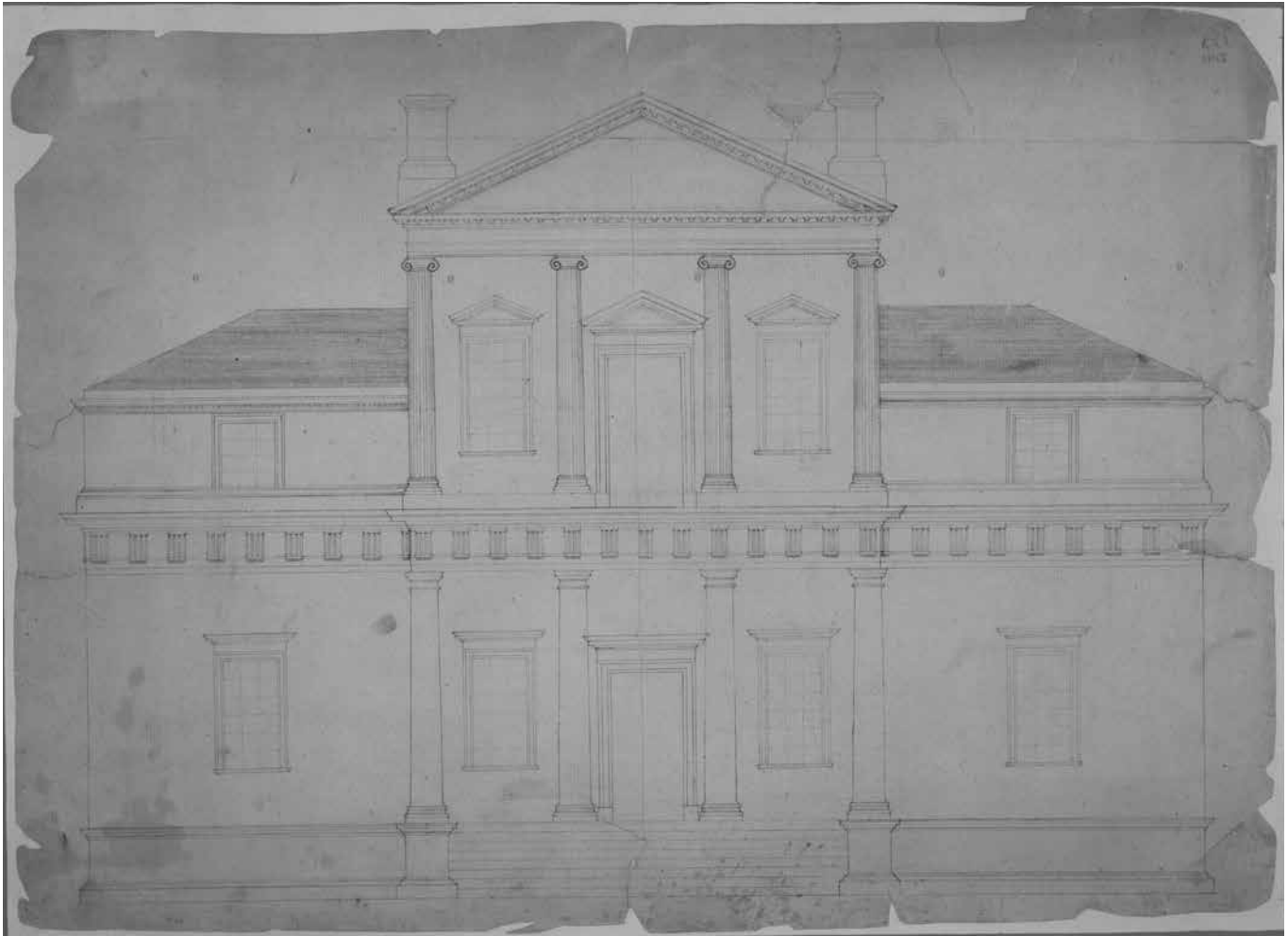
Date \_\_\_\_\_

### Activity Page 6.3

Use with Chapter 6

#### Initial View of Monticello

**Study Thomas Jefferson's first elevation, or drawing, of Monticello below, and compare and contrast it with the image of Monticello today.**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 7.1**

**Use with Chapter 7**

**Major Battles and Events of the War of 1812**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 7.2**

**Use with Chapter 7**

**“The Star-Spangled Banner”**

**Francis Scott Key saw the attack on Fort McHenry from a ship in the Baltimore harbor. The next morning, Key saw the American flag still waving above the fort, and he started writing his poem. The poem was later set to music and became our national anthem. Below are two of the four verses of his poem.**

**Read the poem, and answer the question that follows.**

Oh say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched, were so gallantly streaming?  
And the rockets red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh say, does that star-spangled banner yet wave  
O'er the land of the free, and the home of the brave.

On the shore, dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines in a stream:  
'Tis the star-spangled banner! Oh long may it wave  
O'er the land of the free and the home of the brave!

How does Key's poem appeal to people's sense of patriotism? Give specific examples from the poem to support your answer.

---

---

---

---

---

---

---

---



**Activity Page 9.1****Use with Chapter 9****Andrew Jackson's Inauguration**

**Margaret Bayard Smith attended Jackson's inauguration in March 1829. In her book, *The First Forty Years of Washington Society*, Smith described the inauguration.**

**Read about the event, and then answer the questions that follow.**

Thousands and thousands of people, without distinction of rank, collected in an immense mass around the Capitol. . . . The cannons proclaim the oath he [Jackson] has taken and all the hills reverberate the sound. It was grand; it was sublime! . . .

By ten o'clock, the Avenue was crowded with carriages of every description. . . . Someone came and informed us the crowd before the President's house was so far lessened that they thought we might enter. But what a scene did we witness!

The President, after having been nearly pressed to death and almost suffocated and torn to pieces by the people in their eagerness to shake hands with Old Hickory, had retreated through the back way. . . .

Cut glass and china to the amount of several thousand dollars had been broken in the struggle to get the refreshments. . . .

Ladies fainted, men were seen with bloody noses, and such a scene of confusion took place as is impossible to describe; those who got in could not get out by the door but had to scramble out of the windows. . . .

This had not been anticipated and therefore not provided against. Ladies and gentlemen, only had been expected at this. . . . But it was the people's day, and the people's President, and the people would rule.

- 1.** How does this description of Jackson's inauguration show that a new era in America was starting?

---

---

- 2.** Smith was from the upper class. Do you think she approved of what happened at the White House? Why or why not?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 9.2****Use with Chapter 9****Domain Vocabulary: Chapters 5–9**

**Use the terms in the Word Bank to complete the crossword puzzle. For terms that have more than one word, omit the spaces between words when writing the terms in the puzzle.**

architect	boardinghouse	colonial empire	common man	consent
Electoral College	embargo	frontiersmen	furnace	impressment
merchant ship	militia	Monroe Doctrine	philosopher	rampart
secretary of state	surveyor	unalienable	veto	vote

**Across**

2. a ship that transports goods for sale or trade
3. a group of countries or territories that are controlled by people from another country
6. a thinker; a person who seeks to understand wisdom and knowledge
7. a place to stay or live that also provides meals
10. a statement of U.S. foreign policy that opposed European involvement in the Western Hemisphere
13. an ordinary person; someone who is not a member of the wealthy or ruling classes
14. unable to be taken away or denied
15. a person who measures the shape, size, and features of an area of land
16. a thick wall built for protection
17. an official choice made by a person through casting a ballot, raising a hand, or speaking aloud
18. to reject or refuse to approve a law
19. the U.S. government official in charge of helping the president in his dealings with foreign countries
20. a government order that limits or stops trade

**Down**

1. people who live in an unsettled area or the wilderness
4. a device or machine that produces heat
5. a group of armed citizens prepared for military service at any time
8. a person who designs buildings
9. approval or agreement
11. a group of representatives who elect the president and vice president, based on the popular vote in each state
12. the act of seizing seamen to serve against their will as sailors in a navy

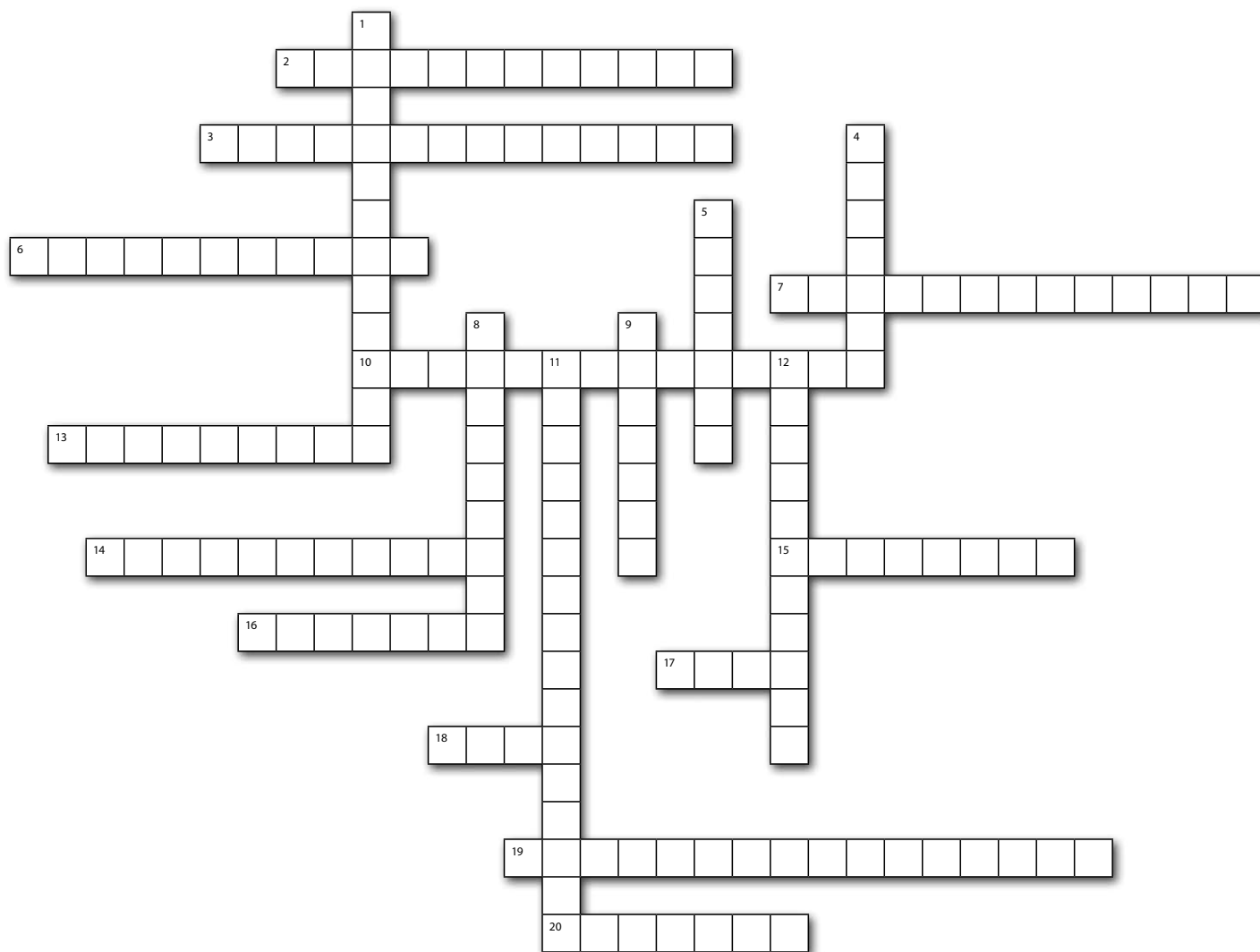
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 9.2 (continued)**

**Use with Chapter 9**

**Domain Vocabulary: Chapters 5–9**



## Answer Key: Early Presidents

### Unit Assessment (pages 79–82)

- A. 1. b 2. a 3. c 4. b 5. d 6. c 7. a 8. b 9. c  
10. b 11. a 12. c 13. d 14. b 15. c
- B. 16. d 17. g 18. f 19. h 20. i 21. j 22. a 23. c  
24. b 25. e

### Activity Pages

#### Hamilton and Jefferson (AP 3.1) (page 88)

##### Hamilton:

1. Department of the Treasury
2. favored growth of many large cities
3. strong, central government
4. the rich, well-born, and able should govern
5. created First Bank of the United States, allowing for a common currency
6. Federalist

##### Thomas Jefferson:

1. Department of State
2. wanted nation of mostly small farmers rather than cities
3. small government, the smaller, the better
4. ordinary people should govern
5. was opposed to central control
6. Democratic-Republicans

#### Domain Vocabulary: Chapters 1–4 (AP 4.1) (page 89)

1. g 2. h 3. q 4. d 5. n 6. f 7. l 8. e 9. k 10. s  
11. m 12. o 13. j 14. a 15. c 16. p 17. r 18. b  
19. i 20. t

#### Abigail Adams and the White House (AP 5.1) (page 90)

1. The house was not finished. Lighting the rooms was a chore. There were no bells to call servants, and there was not enough wood for fires.
2. Adams was telling her daughter how she felt in confidence. She probably felt that it was better if other people didn't know about the bad

conditions at the White House. Possibly she did not want to seem ungrateful.

#### The Louisiana Purchase (AP 6.1) (pages 91–92)

1. It more than doubled the size of the country.
2. fifteen
3. \$1 million

#### Thomas Jefferson and the Louisiana Purchase (AP 6.2) (page 93)

1. France could close the river to traffic from American ships.
2. He thought that the future of the United States was in the West.
3. He did more than the Constitution said he could do. He signed the treaty without getting permission from Congress first.

#### Initial View of Monticello (AP 6.3) (page 94)

Compare: The original building and finished mansion had columns and a pediment. They also had similarly shaped windows.

Contrast: Original building did not have a dome. The finished mansion had a dome, but the portico was only one story.

#### “The Star Spangled Banner” (AP 7.2) (page 96)

The poem talks about the importance of fighting our enemies in order to protect our freedom and liberty. It also describes the American flag as a very important symbol of this freedom and liberty. The poem uses patriotic words and phrases, such as “proudly,” “perilous fight,” “gallantly streaming,” “conquer we must,” “cause it is just,” “land of the free,” and “home of the brave.”

#### Andrew Jackson’s Inauguration (AP 9.1) (page 97)

1. People from all walks of life came out to see Jackson’s inauguration, not just the wealthy and powerful. It showed that the common people were going to play a more important role in the new era.
2. In some ways, Smith does not approve of what happened at the White House. She feels that the crowd did not behave well, pushing and shoving to see Jackson, breaking things, and not acting like ladies and gentlemen. However, she does recognize that she is seeing a new era that belongs to the people.

**Domain Vocabulary: Chapters 5–9 (AP 9.2)**  
**(pages 98–99)**

**Across**

- 2. merchant ship
- 3. colonial empire
- 6. philosopher
- 7. boardinghouse
- 10. Monroe Doctrine
- 13. common man
- 14. unalienable
- 15. surveyor
- 16. rampart
- 17. vote
- 18. veto
- 19. secretary of state
- 20. embargo

**Down**

- 1. frontiersmen
- 4. furnace
- 5. militia
- 8. architect
- 9. consent
- 11. Electoral College
- 12. impressment





# American Reformers

## Table of Contents

Introduction .....	105
<i>American Reformers</i> Sample Pacing Guide .....	119
Chapter 1 <b>Springtime of Reform</b> .....	121
Chapter 2 <b>Treating Mental Illnesses</b> .....	126
Chapter 3 <b>Educating for Democracy</b> .....	131
Chapter 4 <b>Abolitionism</b> .....	136
Chapter 5 <b>Women and the Fight for Equality</b> .....	141
Chapter 6 <b>The Seneca Falls Convention</b> .....	145
Additional Resources	
<b>Reform and Civil Rights—The Continuing Story</b>	
The Case of John Lewis .....	152
Sonia Sotomayor .....	155
Teacher Resources .....	158



# **American Reformers**

## **Teacher Guide**

Core Knowledge History and Geography™ 4

# Introduction

### ABOUT THIS UNIT

#### The Big Idea

---

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

During the early 1800s, many Americans were inspired to reform society. They wanted to improve the lives of American citizens. Reformers' efforts focused on decreasing the consumption of alcohol, obtaining better treatment for people with mental illnesses, providing free public education, abolishing slavery, and establishing women's rights.

## What Students Should Already Know

Students in Core Knowledge schools should already be familiar with:

Grade 2

- controversy over slavery, Harriet Tubman, and the Underground Railroad
- Susan B. Anthony and the right to vote

## What Students Need to Learn

- 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

### 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 1776 to 1920.

1776	The Declaration of Independence, written by Thomas Jefferson, declared the colonies' separation from Britain and their establishment as "free and independent states."
1787	Free African Society founded.
1790s	Second Great Awakening
1790s	Quakers submit to Congress the first petitions to abolish slavery
1800s to 1850s	Reform Era
1800s	Temperance reformers wanted people to stop drinking so much alcohol.
1808	Importation of enslaved Africans ended.
1831	<i>The Liberator</i> began publication under William Lloyd Garrison.
1830s	Abolitionists Angelina and Sarah Grimké were often criticized when they spoke publicly because they were women.
1837–1848	Horace Mann led the campaign for public schools.
1840s	Despite the testimonies of formerly enslaved people, such as Frederick Douglass, abolitionists struggled to win support.
1840–1854	Dorothea Dix worked to improve care for people with mental illnesses.
1848	Women's rights convention held in Seneca Falls, New York.
1869	African American males granted suffrage by the Fifteenth Amendment.
1920	Women win the right to vote through the Nineteenth Amendment.

## A Special Note to Teachers—Talking About Slavery

---

Discussing slavery with younger students is 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 CKHG 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 CKHG, 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 10 are:

- The period from the early 1800s to the 1850s was characterized by a number of reform movements to improve society.
- Abolitionists worked to end slavery.
- Dorothea Dix was at the forefront of the movement to treat people with mental illnesses humanely.
- Horace Mann was instrumental in promoting and standardizing public education.
- The first women's rights convention was held at Seneca Falls, New York, in 1848, to bring attention to the need to recognize that women had "certain inalienable" rights.
- Elizabeth Cady Stanton, Lucretia Mott, Amelia Bloomer, and Sojourner Truth are representative of the women who defied convention and worked publicly for abolition and women's rights in this period.

### Background

---

The early 1800s was a time of social ferment and change in the United States. Many people during this era devoted their attention to reform movements that they believed would make the young nation better, fairer, and more just.

This interest in improving the nation grew out of the Second Great Awakening, which began in the 1790s. (An earlier period of religious revival, known as the Great Awakening, had occurred in the 1730s and 1740s.) Americans increasingly focused on living in a way that would be pleasing to God—living a just, temperate, religious life.

The same energy that led to the Second Great Awakening helped drive the great age of reform. In order to understand the reform movements of this period, it is important to remember that many of the reformers were inspired and guided by their religious values. Grassroots recruiting led many people to join churches and develop a personal connection to God and to the other members of their faith.

In addition to the Second Great Awakening, reformers were also inspired by other influences. The promise of American ideals expressed in the Declaration of Independence, as well as the beliefs of Enlightenment humanitarianism, are reflected in the speeches and writing of many important reformers.

The reform era saw advocates championing the abolition of slavery, adequate care for people with mental illnesses, the adoption of public education, and the expansion of women's rights. Other areas that attracted reformers were the temperance movement, prison reform, and the crusade to provide adequate care and educational opportunities for those with physical disabilities, such as blindness.

### Abolitionists

---

While political events involving slavery were unfolding in Washington, D.C., and in the territories during the 1820s, 1830s, and 1840s, the antislavery movement was becoming more active and more vocal. There were calls for the abolition of slavery even during colonial times. As early as 1688, Quakers living in Pennsylvania wrote petitions calling for an end to slavery. The first formal abolitionist organization was formed in 1787 when a group of free African Americans met in Philadelphia and founded the Free African Society to work to end slavery.

Although the U.S. Constitution had ended the foreign slave trade in 1808, the inter- and intrastate slave trade continued and, by the 1830s, slavery had become entrenched in the Southern states. As slavery grew, ordinary people, both white and black (including many former slaves), actively opposed it,

giving voice to what became known as the abolitionist movement. The goal of the movement was to abolish, or get rid of, slavery.

Among the most notable abolitionists was Frederick Douglass, who had escaped slavery. Douglass wrote an autobiography describing his life as an enslaved person in Maryland and later published the abolitionist newspaper *North Star*. A powerful speaker, Douglass was joined on the abolitionists' lecture circuit by others, including Sojourner Truth, a former enslaved worker, and Harriet Tubman, a former enslaved worker and conductor on the Underground Railroad.

Influential white abolitionists included William Lloyd Garrison, who published *The Liberator*, another abolitionist newspaper, and Harriet Beecher Stowe, who wrote *Uncle Tom's Cabin*, which sold more than three hundred thousand copies in its first year. The novel describes the life of the gentle slave Tom, who eventually dies at the hands of his brutal overseer.

Being an abolitionist, especially an outspoken activist, was dangerous. Those who supported slavery sometimes used violence to try to silence critics. They burned the homes and offices of abolitionists, ran abolitionists out of town, and even murdered some. Opposition to abolitionism came not only from white Southerners, but also from some working-class Northerners, who feared that freed African Americans would work for lower wages and put white workers out of work.

## Dorothea Dix and the Treatment of People with Mental Illnesses

---

At the time that Dorothea Dix began her crusade, people with mental illnesses were usually housed in jails, prisons, and poorhouses. In 1821, Dix, a teacher, founded her own school in Boston. In the next decade, she published a number of books dealing with education and religious themes. In 1841, she was asked to teach Sunday school in a jail in Cambridge. There she saw firsthand the way people with mental health problems were treated. The revelation motivated Dix to visit jails and prisons around Massachusetts, and she found them no better than the one in Cambridge. Those with these illnesses were confined in cells with criminals, without proper food, clothing, and sanitary facilities. They were sometimes chained and beaten. Dix reported to the Massachusetts legislature after her two-year investigation and won support to expand state-run hospitals for patients with mental illnesses.

Dix then took her crusade to other states and found similar conditions. Dix led the movement to get humane treatment and care for people with mental illnesses. She persuaded legislators in fifteen U.S. states and in Canada to build or upgrade state-operated hospitals for patients with these illnesses.

## Horace Mann and Public Schools

---

Massachusetts Bay Colony was the first colony to establish public-supported education. In 1642, the General Court of Massachusetts passed an education

law to ensure that everyone was able to read the Bible. According to the law, parents had to teach their children to read. Five years later, the General Court passed a law ordering every town of fifty families or more to support a school.

Horace Mann built on this foundation when he served as the first secretary of the Massachusetts state board of education from 1837 to 1848. During that time, he did much to promote public education by establishing state-supported colleges to train teachers and by setting up school districts under a statewide system of public education. Mann also lobbied for better pay for teachers. He wanted to standardize the age for compulsory school attendance, place students in graded classrooms, and use the same grade-level textbooks across the state.

But most important, Mann and his supporters advocated public education as the “great equalizer of the conditions of men—the balance wheel of the social machinery.” They saw public education as a means to create a harmonious and homogeneous society of hardworking citizens, who would support the values, beliefs, and loyalties of America. Mann’s philosophy appealed to the middle class in the North, and interest in public education soon spread from Massachusetts to other northern states. The Midwest, which had been settled under the Northwest Ordinance requiring the establishment of schools, already supported education. Public education in the South did not take hold until the 1850s largely because there were few towns.

## **Women’s Rights: Seneca Falls, Stanton, and Mott**

---

In 1848, Elizabeth Cady Stanton and Lucretia Mott organized the first women’s rights convention at Seneca Falls, New York. Many advocates of the women’s rights movement were inspired by their efforts in the antislavery movement. At that time, women had very limited public roles. They usually could attend meetings but were not allowed to speak in public. In fact, a major catalyst for the women’s rights movement occurred in 1840, when Lucretia Mott and other female delegates were refused as delegates at the World’s Anti-Slavery Convention in London due to their gender.

In general, women were not allowed to enter the professions, such as medicine and law. Few girls were educated past eighth grade because education was not considered important for girls. People were concerned that education would weaken women’s minds. In addition, married women could not own property; if they had property in their names before they were married, they had to turn it over to their husbands after marriage. In the 1800s, women could not vote and they could not hold public office.

Women like Stanton and Mott, who were educated and were not intimidated by the rules of society, set out to do something about their circumstances. Stanton was the daughter of a lawyer and the wife of a prominent abolitionist. Among her accomplishments was the passage of laws in New York State giving married women the right to own property, to keep their wages, and to have



equal guardianship with the father of their children. Mott was a Quaker and an abolitionist who organized the Philadelphia Female Antislavery Society and worked for more than fifty years for abolition, women's rights, and peace.

The convention that Stanton and Mott called at Seneca Falls was a first step toward gaining women's rights. The delegates to the convention passed the Declaration of Sentiments, modeled on the nation's Declaration of Independence. The document began:

"We hold these truths to be self-evident: that all men and women are created equal; they are endowed by their Creator with certain inalienable Rights; that among these are Life, Liberty, and the pursuit of Happiness."

It ended with the statement, "We insist that they [women] have immediate admission to the rights and privileges which belong to them as citizens of the United States."

During the 1850s, many women activists like Stanton and Mott put aside their own struggle for equal rights to support the cause of abolition. Once the Civil War was over and slavery was abolished, they expected support for their cause. However, few male abolitionists returned the favor, and the two groups did not always agree with one another. In 1869, when the Fifteenth Amendment was proposed to give African American males the vote, Stanton and Susan B. Anthony founded the National Woman Suffrage Association to protest the amendment because it did not include women. The amendment was ratified nonetheless. It was not until 1920, when the Nineteenth Amendment was ratified, that women were allowed to vote.

## Women's Rights: Sojourner Truth

---

Another woman active in both abolition and women's rights was Sojourner Truth. Born to an enslaved family in New York State and given the name Isabella, she was freed in 1827 as a result of passage of the New York Emancipation Act, which granted freedom to all enslaved African Americans in the state. She later changed her name to Sojourner Truth, reflecting her quest for truth and justice, and became an itinerant preacher. Adopting first abolition and later women's rights, Truth took to the lecture circuit. Her fame spread with the publication of *The Narrative of Sojourner Truth* in 1850. During the Civil War, Truth worked to gain admission of black units into the Northern army. After the war, she worked for a time with former enslaved workers to help them make the transition to freedom, and she continued to advocate for women's rights.

An eloquent speaker who created great emotion in her audiences, she is often credited with the speech, "Ain't I a Woman?" However, it is possible that she never actually spoke the words as they were written. There were no recordings at that time, of course, and it is possible that another woman, Frances Dana Gage, embroidered Truth's speech for publication. Regardless, those words became almost an anthem for women's rights advocates.

## Women's Rights: Amelia Bloomer

---

Amelia Jenks Bloomer worked for women's rights and the temperance movement. She edited a newspaper called *The Lily: A Ladies Journal Devoted to Temperance and Literature*, which printed articles of interest to both women's rights activists and temperance reformers. Some scholars believe it was the first newspaper run by a woman.

Bloomer is better known, however, for her adoption of full-legged pants, "Turkish trousers," which she wore under a short skirt. She championed the idea that the full-skirted, many-crinolined outfits that women wore at the time hampered their freedom of movement and, therefore, their freedom. The trousers became identified with Bloomer after she wrote about them in *The Lily*, and the outfit was soon called "bloomers." The derision that the outfit elicited overshadowed Bloomer's serious reform work.

### UNIT RESOURCES

#### Student Component

---

*American Reformers* Student Reader—six chapters

**Note:** Additional reading materials about John Lewis and Sonia Sotomayor are included beginning on page 106 of the Student Reader. We provide examples of contemporary reformers so that students will understand that the need for reform is ongoing.

#### Teacher Components

---

*American Reformers* Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of the *American Reformers* Student Reader and to the Additional Resources about John Lewis and Sonia Sotomayor, with a daily Check for Understanding and Additional Activities, such as primary source connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 158.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through an oral, visual, or written presentation. In this unit, the presentation is visual.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*American Reformers* Timeline Image Cards—seven individual images depicting significant events and individuals related to reforms in the early 1800s in America. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline 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.

# Timeline

Some advance preparation will be necessary prior to starting the *American Reformers* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image 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!

Create four time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 1700s
- 1800s
- 1830s
- 1840s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	1700s	1800s	1830s	1840s
	•	•	• •	• • •
Chapter	Intro	1	5 3	2 4 6

You will want to post all the time indicators on the wall at the outset before you place any Image Cards on the Timeline.

1700s



Introduction

1800s



Chapter 1

1830s



Chapter 5

1830s



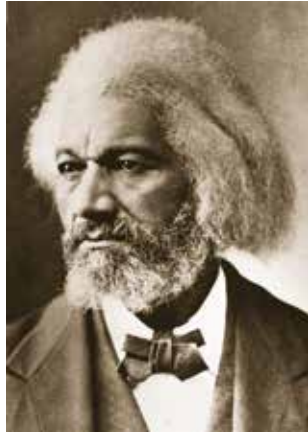
Chapter 3

1840s



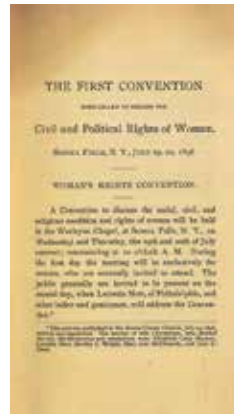
Chapter 2

1840s



Chapter 4

1840s



Chapter 6

## The Timeline in Relation to the Content in the Student Reader Chapters

The events shown on the Timeline are arranged chronologically. The organization of the chapters in the *American Reformers* unit is not chronological, but grouped according to the time of a reformer's work. For example, Dorothea Dix's work was done mostly in the 1840s. Most of the reformers in this unit did their work in the 1830s–1850s.

## Time to Talk About Time

Before you use the Timeline, 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 *American Reformers* unit is one of ten history and geography units in the Grade 4 Core Knowledge Curriculum Series™. A total of ten days have been allocated to the *American Reformers* 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 4 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

---

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. 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.

### Turn and Talk

---

In the Guided Reading Supports section of each chapter, 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.

## Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What was the temperance movement?
2	How did Dorothea Dix change the treatment of people with mental illnesses?
3	Why did Horace Mann want to give all children the right to an education?
4	What difficulties did the abolitionists face as they worked to abolish slavery?
5	What did the antislavery movement reveal about the rights of women?
6	Why might some newspapers have made fun of the women's movement and its demands?
<b>Additional Resources:</b> <b>The Case of John Lewis</b>	What was the civil rights movement of the 1950s–1960s, and what did it accomplish?
<b>Additional Resources:</b> <b>Sonia Sotomayor</b>	In your opinion, what things have contributed to Sonia Sotomayor's great success?

## 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	active, temperance, pledge
2	asylum, "state legislature," desolate, advocate
3	tutor
4	"unalienable right," abolish, conscience, golden rule
5	"equal rights," office, minister, convention
6	sentiment, heroine, reap, husk
<b>Additional Resources:</b> <b>The Case of John Lewis</b>	march
<b>Additional Resources:</b> <b>Sonia Sotomayor</b>	Supreme Court, scholarship, prosecutor, Hispanic

## Activity Pages

---

### Activity Pages



AP 3.1

AP 5.1

AP 6.1

AP 6.2

The following activity pages can be found in Teacher Resources, pages 168–171. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 5—Equal Rights or Not? (AP 5.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 6—People Who Made a Difference (AP 6.2)

## Nonfiction Excerpts (Primary Source Documents)

---

Use this link to download the CKHG Online Resources, where specific links to the nonfiction excerpts may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

- Chapter 4—Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (NFE 1)
- Chapter 6—Sojourner Truth: “Ain’t I a Woman?” (NFE 2)

These excerpts may be used with the chapter specified either for additional class work or at the end of the unit as a review or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

## Additional Activities and Website Links

---

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

## CROSS-CURRICULAR CONNECTIONS

### Language Arts

#### Speeches

- Sojourner Truth’s “Ain’t I a Woman?”





## A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed other Grade 4 CKHG American History units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Books

Bartoletti, Susan Campbell. *Kids on Strike!* Boston: Houghton Mifflin Harcourt, 2003.

Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor.* Boston: Houghton Mifflin Harcourt, 1998.

Greenfield, Eloise. *Mary McLeod Bethune.* Crowell Biographies. Illus. Jerry Pinkney. Logan, IA: Perfection Learning, 1994.

Lewis, John, and Andrew Aydin. *March.* Illus. Nate Powell. Marietta, GA: Top Shelf Productions, 2016.

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

Pinkney, Andrea Davis. *Let it Shine: Stories of Black Women Freedom Fighters.* Illus. Stephen Alcorn. Boston: Houghton Mifflin Harcourt, 2013.

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

Tillage, Leon Walter. *Leon’s Story.* Illus. Susan L. Roth. New York: Square Fish (MacMillan), 2000.



## AMERICAN REFORMERS SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

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

NFE–Nonfiction Excerpt

**Note to teachers: Several of the chapters in the *American Reformers* Student Reader are very short, so we recommend including the recommended Additional Activities and activity pages, as noted in the Pacing Guide, in each forty-five-minute class period.**

### Week 1

#### Day 1

#### Day 2

#### Day 3

#### Day 4

#### Day 5

#### *American Reformers*

“Springtime of Reform” Core Lesson and “The Temperance Movement” (TG & SR, Chapter 1; Additional Activity)	“Treating Mental Illnesses” Core Lesson and “Compassion for Others” (TG & SR, Chapter 2, Additional Activity)	“Educating for Democracy” Core Lesson and “Domain Vocabulary: Chapters 1–3” (TG & SR, Chapter 3; Additional Activity, AP 3.1)	“Abolitionism” Core Lesson and “Frederick Douglass” (TG & SR, Chapter 4; NFE 1, Excerpt from <i>Narrative of the Life of Frederick Douglass</i> )	“Women and the Fight for Equality” Core Lesson and “Equal Rights or Not?” (TG & SR, Chapter 5; Additional Activity, AP 5.1)
--	---	---	--	---

#### CKLA

“Treasure Island”	“Treasure Island”	“Treasure Island”	“Treasure Island”	“Treasure Island”
-------------------	-------------------	-------------------	-------------------	-------------------

### Week 2

#### Day 6

#### Day 7

#### Day 8

#### Day 9

#### Day 10

#### *American Reformers*

“The Seneca Falls Convention” Core Lesson and “Domain Vocabulary: Chapters 4–6” (TG & SR, Chapter 6; Additional Activity, AP 6.1)	“Sojourner Truth: ‘Ain’t I a Woman?’” and “People Who Made a Difference” (TG & SR, Chapter 6 Additional Activities, NFE 2, and Additional Activity, AP 6.2)	Unit Assessment	“The Case of John Lewis” (TG & SR, Additional Resources)	“Sonia Sotomayor” (TG & SR, Additional Resources)
--	---	-----------------	--	---

#### CKLA

“Treasure Island”	“Treasure Island”	“Treasure Island”	“Treasure Island”	“Treasure Island”
-------------------	-------------------	-------------------	-------------------	-------------------

## AMERICAN REFORMERS PACING GUIDE

\_\_\_\_\_’s Class

(A total of ten days has been allocated to the *American Reformers* unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series™.)

### Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

--	--	--	--	--

### Week 2

**Day 6**

**Day 7**

**Day 8**

**Day 9**

**Day 10**

--	--	--	--	--

## CHAPTER 1

# Springtime of Reform

**The Big Question:** What was the temperance movement?

### Primary Focus Objectives

---

- ✓ Describe the mid-1800s as a time during which many reform movements took place in the United States. (RI.4.2)
- ✓ Summarize the temperance movement. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *active*, *temperance*, and *pledge*. (RI.4.4)

### What Teachers Need to Know

---

For background information, download the CKHG Online Resource “About Springtime of Reform”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Remember to prepare to teach the Chapter 1 Core Lesson plus the Additional Activity during a single instructional period, since this Student Reader chapter is very short.

### Materials Needed

---

- Internet access

### Core Vocabulary (Student Reader page numbers listed below)

---

**active, adj.** busy; doing something (78)

*Example:* Marie is an active member of student government.

**temperance, n.** the practice of drinking little or no alcohol (80)

*Example:* Many people who tried to give up drinking alcohol found temperance difficult.

**pledge, n.** a promise (80)

*Example:* George took the league’s pledge not to drink alcohol.

*Variations:* pledges, pledge (verb)

## Introduce *American Reformers* Student Reader

5 MIN

Display the Introduction Timeline Image Card, and use it to briefly review the American Revolution. Emphasize that Patriots fought for independence because they believed that independence would improve the lives of American citizens. That desire to improve people's lives continued after the war. The events students will read about in this unit occurred decades after the Revolutionary War, a little more than fifty years after the signing of the Declaration of Independence.

Distribute copies of *American Reformers* Student Reader. Point to the word *reformers*, and discuss the meaning of the word. Begin by pointing out the prefix *re-* and the root word *form*, explaining that in Latin *re* means back and *form* means to shape or make, i.e., *reform* means to change something back to an earlier or better condition. The suffix *-er* at the end of this word means someone who performs the action. Lead students to understand that reformers were people who worked to improve or change a condition in society. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations 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 on the board or chart paper in a list. Students will likely mention the many images of women, African Americans, and newspapers.

## Introduce “Springtime of Reform”

5 MIN

Introduce the Chapter 1 Big Question: What was the temperance movement? Point out the word *temperance*, and explain its meaning. Brainstorm with students some possible reasons why someone might be interested in encouraging people to drink no or very little alcohol.

## Guided Reading Supports for “Springtime of Reform”

15 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.

## “Making Life Better,” Pages 78–79

Chapter 1  
Springtime of Reform

**Making Life Better** How can we make life better for people less fortunate than ourselves? Chances are you have heard that question many times. You have probably thought about it. Maybe you have shared your ideas on that subject with others. People who spend a lot of time and effort trying to make things better are called reformers.

**The Big Question** What was the temperance movement?

**Vocabulary** *active, at long last, doing something* There have always been reformers in America, more at some times in our history than at others. The 1830s and 1840s were an especially active time for reformers. In this land of growing democracy and equality, Americans believed that everything was possible. Thousands of Americans took part in reform movements. They believed they could make life fairer by changing attitudes and changing laws. They believed that doing these things would make the United States a better country.

Page 78



Scaffold understanding as follows:

Read aloud the section “Making Life Better.”

**CORE VOCABULARY**—Stop to explain the meaning of the vocabulary term *active* when it is encountered in the text.

After you have read the text, ask the following questions:

**LITERAL**—What are reformers?

» They are people who spend time and effort to make things better.

**LITERAL**—Why were the 1830s and 1840s a time during which there were many reformers in the United States?

» American reformers believed everything was possible in the United States. They believed they could make life fairer by changing attitudes and changing laws. They believed that doing these things would make the United States a better country.

## “The Temperance Movement,” Pages 80–81

The Temperance Movement

One group of reformers was concerned about people who drank too much alcohol. You probably know that this is still a problem today. Believe it or not, it was even worse in the early 1800s. Americans then drank three times as much alcohol per person as they do today.

Most heavy drinkers were grown men, but a large number were teenagers. On the frontier, women also drank heavily. Drinking ruined many homes and many lives. It contributed to poverty and crime.

The problem of heavy drinking gave rise to one of the important reform movements of the 1800s, the temperance movement. Temperance means drinking little alcohol, or none at all. Reformers believed that if people gave up alcohol, their lives would improve and their families would be saved from pain and poverty.

Reformers delivered their message in many different ways. They wrote songs, put on plays, handed out pamphlets, and delivered sermons in church. They organized huge parades of children who carried banners begging grown-ups to stop drinking. (Reformers called the children who paraded the Cold Water Army. Can you see why?) Reformers also got drinkers to sign a pledge, or promise, that they would stop, or at least reduce, their drinking. More than one million people took the pledge.

**Vocabulary** *temperance, n. the practice of drinking little or no alcohol; pledge, n. a promise*

Page 80

Scaffold understanding as follows:

Invite volunteers to read aloud the section “The Temperance Movement.”

**CORE VOCABULARY**—Pause to explain the meaning of the vocabulary term *pledge* when it is encountered in the text.

**SUPPORT**—Point out to students the image on page 79. Ask students what the woman on the horse is doing. (*smashing barrels of alcohol*) Explain that this cartoon shows two things about the temperance movement: its goal to reduce alcohol use and its largely female membership.

**SUPPORT**—Call attention to the image on page 81. Ask students whether they agree with the temperance movement’s decision to use children in their campaign.



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

**LITERAL**—What was the temperance movement?

- » It was a movement that tried to put an end to the drinking of alcohol.

**LITERAL**—Why was alcohol a problem in the early 1800s?

- » Americans drank three times as much alcohol as they do today. Drinking ruined homes and lives, and contributed to poverty and crime.

**LITERAL**—How did temperance reformers deliver their message?

- » They wrote songs, put on plays, distributed pamphlets, and gave sermons in church.

**EVALUATIVE**—Was the temperance movement effective?

- » Yes, it was. In just ten years, Americans were drinking less than half as much alcohol as before.

## Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What was the temperance movement?”
- Post the Image Card to the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



**CHECK FOR UNDERSTANDING** 10 MIN

**Ask students to:**

- Write a short answer to the Big Question, “What was the temperance movement?”
  - » Key points students should cite include: People drank a lot of alcohol in the early 1800s, and many felt this harmed families, especially children, and caused hardships for many; reformers believed that if people gave up drinking alcohol, their lives would get better.
- Choose one of the Core Vocabulary words (*active*, *temperance*, or *pledge*), and write a sentence using the word.

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

### The Temperance Movement (RI.4.7)

ACTIVITY TIME FLEXIBLE

**Materials Needed:** Internet access



**Background for Teachers:** Before beginning this activity, review the text and images identified for the activity. Use this link to download the CKHG Online Resources for this unit, where the specific links to the text and images for this activity may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Review the goals and methods of the temperance movement, as described in Chapter 1. Remind students that the temperance movement used songs, posters, parades, plays, and newspaper articles to convince people not to drink alcohol.

Display the lyrics of “Song for Independence Day.” Invite a volunteer to read the first verse. Discuss with students whether they think having songs about temperance was a good way to convince people not to drink alcohol. Remind students that there were no radios or TVs or CDs at that time, so people would learn this song from others.

If time permits, display the Tree of Temperance poster. Point out the ornaments on the tree, reading aloud a few. Explain that the bulbs identify ways to practice temperance, such as: *Understanding, Faith, Prayer, Courage, A Good Example*. Note that the trunk of the tree has the words: *Health; Happiness; Prosperity*. Explain those are the results of practicing temperance. Discuss with students whether they think this Tree of Temperance could convince people to stop drinking alcohol.

Finally, display the Scale of Temperance. Tell students this scale lists the dangers of drinking (Excess) and the benefits of temperance.

Ask students which of these methods they would find most convincing. Encourage them to explain why their chosen item would be effective.

## CHAPTER 2

# Treating Mental Illnesses

**The Big Question:** How did Dorothea Dix change the treatment of people with mental illnesses?

### Primary Focus Objectives

- ✓ 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)

### What Teachers Need to Know

For background information, download the CKHG Online Resource “About Treating Mental Illnesses”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Remember to prepare to teach the Chapter 2 Core Lesson, plus the Additional Activity, during a single instructional period, since this Student Reader chapter is very short.

### Materials Needed

- Internet access

### Core Vocabulary (Student Reader page numbers listed below)

**asylum, n.** a hospital for people with mental illnesses (84)

*Example:* Dorothea Dix visited an asylum and was shocked by the conditions she saw.

*Variations:* asylums

**“state legislature,” (phrase)** the part of state government responsible for making laws for the state (84)

*Example:* The state legislature passed a law that changed conditions for people with mental health problems.

*Variations:* “state legislatures”

**desolate, adj.** alone and hopeless (84)

*Example:* The runaway dog we found in our yard looked starved and desolate.

*Variations:* desolated



**advocate, n.** a person who supports and defends another person or group of people (84)

*Example:* Dorothea Dix was an advocate for people with mental illnesses.

*Variations:* advocates, advocated (verb)

## THE CORE LESSON 20 MIN

### Introduce “Treating Mental Illnesses”

5 MIN

Use the Timeline to review what students have already read about the temperance movement. Remind students that there were many reform movements in the 1830s–1840s. In this chapter they will read about another one. Discuss with students what the phrase “mental illness” means. Explain that just as there are diseases or illnesses that affect someone’s body, there are also illnesses that affect the way a person’s brain works. Those types of illnesses are called mental illnesses. In this lesson they will learn about a reform movement that helped people with mental illnesses.

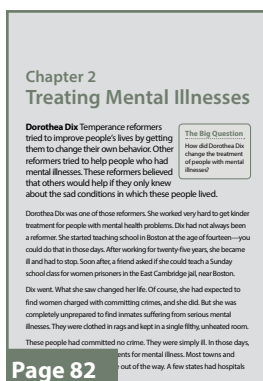
Direct students to the Big Question: “How did Dorothea Dix change the treatment of people with mental illnesses?” Tell students that as they read the chapter, they should note the actions taken by Dorothea Dix.

### Guided Reading Supports for “Treating Mental Illnesses”

15 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.

#### “Dorothea Dix,” Pages 82–84



**Scaffold understanding as follows:**

**Have students read the section “Dorothea Dix” on pages 82–84 with a partner.**

**CORE VOCABULARY**—Before students read, explain the meaning of the Core Vocabulary term *asylum*.

**After students read the text, ask the following questions:**

**LITERAL**—For what reform did Dorothea Dix work very hard?

- » She worked hard to get kinder treatment for people with mental illnesses.

**LITERAL**—What job did Dorothea Dix have before she became a reformer?

- » She was a teacher.



**LITERAL**—What experience changed Dix’s life?

- » She taught a Sunday school class for women prisoners.

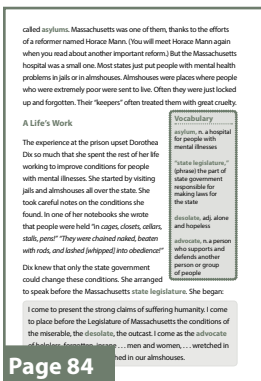
**LITERAL**—What did Dix see at the jail?

- » She saw how inmates with mental health problems were treated. They wore rags and lived in one dirty, unheated room.

**EVALUATIVE**—How did most states treat people with mental illnesses? How was Massachusetts different?

- » Most states put people with these illnesses in jails or almshouses. Massachusetts was different because it had asylums, or hospitals for people with mental illnesses.

## “A Life’s Work,” Pages 84–85



**Scaffold understanding as follows:**

**Read aloud the first three paragraphs of the section “A Life’s Work” on page 84, stopping after the shaded quotation from Dorothea Dix.**

**CORE VOCABULARY**—Stop to explain the meanings of the vocabulary terms *desolate* and *advocate*, and of the phrase “state legislature,” as you encounter them in the text.

**Invite volunteers to read aloud the remainder of the section on page 85.**

**SUPPORT**—Point out the words *legislators* and *lawmakers* in the fifth paragraph of the section, at the top of page 85. Explain how the word *lawmakers* can be used as a context clue to understanding *legislators*. Then, point out the relationship of *legislators* to the word *legislature*.

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

**LITERAL**—What did Dorothea Dix do as a result of her experience at the prison?

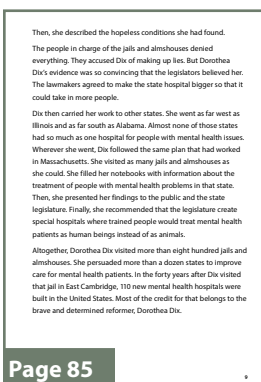
- » She visited almshouses and jails, and took notes of the bad conditions in which people with mental health problems lived.

**EVALUATIVE**—Why did Dix want to speak before the state legislature?

- » She knew that only the state legislature could make laws to enlarge the state hospitals so that people with these illnesses could be treated properly.

**INFERENTIAL**—Do you think Dorothea Dix’s speech to the legislature was effective?

- » Yes, it was effective. The Massachusetts legislature agreed to enlarge a hospital to care for patients with mental illnesses.



**LITERAL**—What happened as a result of Dix's efforts?

- » More than a dozen states improved care for people suffering from mental illnesses. More than one hundred hospitals for patients with these illnesses were built in the United States.

## Timeline

---

- Show students the Chapter 2 Timeline Image Card of Dorothea Dix. Read and discuss the caption.
- Review and discuss the Big Question: "How did Dorothea Dix change the treatment of people with mental illnesses?"
- Post the image of Dorothea Dix on the Timeline under the date referencing the 1840s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, "How did Dorothea Dix change the treatment of people with mental illnesses?"
  - » Key points students should cite include: She visited almshouses and prisons in many states and took notes describing how people with mental health problems were treated; she then spoke before the state legislators of each state and described the terrible conditions; she convinced state governments to improve treatment of patients with mental illnesses and build more hospitals.
- Choose one of the Core Vocabulary words (*asylum*, *desolate*, or *advocate*) or the phrase "state legislature," and write a sentence using the word or phrase.

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

## Additional Activities

---

### Compassion for Others

15 MIN

**Materials Needed:** Internet access



**Background for Teachers:** Before you begin this activity, view the reenactment of a public speech Dorothea Dix gave. To introduce this activity,

play the video up to the 2:02 minute mark for the class. Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Introduce the video, explaining that the video shows a reenactment of a public speech given by Dorothea Dix. The purpose of her speech was to convince people of the need to help people with mental illnesses and to establish hospitals for their care.

After watching the video, brainstorm with students words that describe Dorothea Dix and her work to help people with these illnesses. Write the words on the board or chart paper. Remind students that Dix was the first reformer to work to help people with mental health problems. Lead students to words such as *kind*, *thoughtful*, and *concerned*. Introduce *compassionate* as a word that could be used to describe Dorothea Dix. Write it on the board, and discuss its meaning. Explain to students that *compassionate* means showing concern for other people's suffering. It is usually accompanied by a desire to help those other people.

Emphasize that being compassionate toward others is good and is an appropriate response. Ask students to imagine that someone at school—a student they don't know—has tripped and fallen. What would be the compassionate response? (*Ask whether the person is okay, or help them stand up.*) What would be the wrong response? (*Students might say, walking by and ignoring that person, or laughing at that person.*) Make sure students understand that responses such as these are not appropriate responses.

Note that we can be compassionate toward many people in our lives. Some people have special needs or problems. We might have elderly relatives in our families who need special help. Maybe they're forgetful or move slowly. How might students be compassionate in these situations? (*Show patience, offer help.*) Make sure students understand that teasing and bullying are not appropriate or acceptable responses.

## CHAPTER 3

# Educating for Democracy

**The Big Question:** Why did Horace Mann want to give all children the right to an education?

### Primary Focus Objectives

- ✓ Explain Horace Mann's beliefs about education and democracy. (RI.4.2)
- ✓ Describe public education before Mann's reforms. (RI.4.2)
- ✓ Explain how Horace Mann improved public education in Massachusetts. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tutor* (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Educating for Democracy":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Remember to prepare to teach the Chapter 3 Core Lesson, plus the Additional Activity, during a single instructional period, since this Student Reader chapter is very short.

### Materials Needed

Activity Page



AP 3.1

- sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

### Core Vocabulary (Student Reader page numbers listed below)

**tutor, n.** a teacher who only teaches one student, usually in the student's home (86)

*Example:* The tutor taught Henry advanced math, world history, and French.

*Variation:* tutors

## Introduce “Educating for Democracy”

5 MIN

Use the Timeline to review what students learned about the temperance movement and Dorothea Dix. Remind students that they read about Horace Mann in Chapter 2. Mann had worked and had succeeded in getting the state of Massachusetts to build a few hospitals for people with mental illnesses. Tell students that in this chapter, they will learn about another important reform that Horace Mann worked for.

Draw attention to the Big Question: Why did Horace Mann want to give all children the right to an education? Remind students to look for details as they read about Horace Mann’s beliefs.

## Guided Reading Supports for “Educating for Democracy”

15 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.

### “School for Everyone,” Pages 86–88

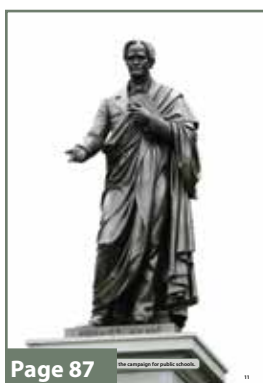
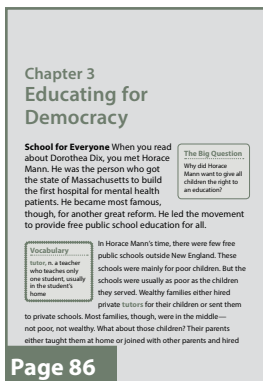
Scaffold understanding as follows:

Have volunteers read aloud the section “School for Everyone” on pages 86–88.

**CORE VOCABULARY**—Stop to explain the meaning of the term *tutor* when it is encountered in the text. Ask students whether any of them have ever had a tutor, in their home or at school. Answers may vary, but make sure that students understand a tutor works with one student, rather than with a class.

**SUPPORT**—Point out the idiom “hand in hand” in the last paragraph of the section. Explain that the language is figurative. It means that two things belong together. Ask students for other examples of things that go hand in hand. (*Possible responses: macaroni and cheese, cookies and milk, movies and popcorn, school and homework.*)

**SUPPORT**—Reread the chapter title, “Educating for Democracy,” and the last paragraph of the section, and discuss the link between education and democracy. Remind students that Thomas Jefferson was the author of the Declaration of Independence and an early president. Ask: What did Thomas Jefferson believe the people needed to remain free and have a democracy? (*Jefferson believed that people needed an education to make a democracy work.*) Ask students whether they agree



or disagree that education is very important to a democracy. (*Student answers may vary, but students should state reasons for their views.*)

**Then, ask the following questions:**

**LITERAL**—What did Horace Mann become famous for?

- » He led the movement to provide free public school education for all.

**LITERAL**—Before Horace Mann’s reforms, which group of children attended the few public schools that existed? What was the quality of education provided in these schools?

- » Children from poor families attended the public schools. The schools and quality of education provided were not very good; schooling was only provided for a few months of the year.

**LITERAL**—Before Horace Mann’s reforms, how did other people—people who were rich and people in the middle, neither rich nor poor—educate their children?

- » Wealthy people sent their children to private schools or had tutors for them. The people in the middle educated their children themselves at home or joined other parents and, together, hired someone to teach them.

**LITERAL**—How did Horace Mann get support for public education for all children?

- » He spoke at many public meetings about how education could improve the lives of children and help them get better jobs.

**LITERAL**—According to Mann, why did democracy and education belong together?

- » A democracy needed educated citizens to succeed. An education was necessary to create good citizens and wise voters.

**“Making a Difference,” Pages 88–89**

**Scaffold understanding as follows:**

**Have students read independently the section “Making a Difference” on pages 88–89.**

**After students have read the text, ask the following questions:**

**LITERAL**—Who supported Mann’s ideas? Why?

- » Business people supported Mann because they needed workers who could read, write, and do math. Working people supported Mann because they wanted their children to have better lives, and they

Even in New England, where the taxpayers provided free public education, the schools were not very good. Take Massachusetts, for example. In many towns, the school “year” was only two months long. School buildings were often run down and unheated. Teachers had no training for the difficult tasks they had to do. (That’s how Dorothea Dix could become a teacher at age fourteen.) As in other states, wealthy families in Massachusetts paid for private tutors or private schools.

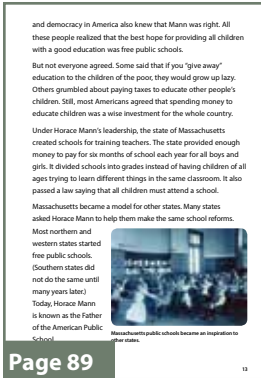
As a boy, Horace Mann went to one of those two-month-a-year schools. In later years, he studied on his own. He became a lawyer and was elected to the Massachusetts state legislature. In the legislature, and later as a state official, he worked to provide a good education for every child in the state.

Mann spoke at many public meetings to get support for his ideas. He told his listeners how education could improve the lives of their children. He told them education would help their children get better jobs than their parents had. He told them that Thomas Jefferson believed that only an educated people could expect to remain free. He told them that democracy and education go hand in hand. For a democracy to succeed, all children—not just the children of the wealthy—must be educated to become good citizens and wise voters.

**Making a Difference**

Many different people supported Mann’s ideas. Business people needed workers who could read, write, and do math. Working people hoped that education would lead to a better life for their children. They also wanted to know how to preserve freedom.

**Page 88**



believed education would make that happen. Believers in freedom and democracy also supported Mann because they saw that public schools were the best way to educate all children.

**LITERAL—Why were some people against the idea of public schools?**

- » Some people believed that offering free education would make some children grow up to be lazy. Others did not want to pay taxes to educate other people's children.

**LITERAL—What did the state of Massachusetts create under Horace Mann's leadership?**

- » The state created schools for training teachers and provided enough money to pay for six months of free, public school each year for all girls and boys.

**EVALUATIVE—Why is Horace Mann known as the "Father of the American Public School"?**

- » He brought education reforms to Massachusetts, making free, public education available to all children. He also helped make the public schools better by making sure that teachers received training to teach. Many northern and western states also asked for his help in reforming their education systems.

## Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "Why did Horace Mann want to give all children the right to an education?"
- Post the Image Card to the Timeline under the date referencing the 1830s. Refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: "Why did Horace Mann want to give all children the right to an education?"
  - » Key points students should cite include: He agreed with Thomas Jefferson that for people to remain free in a democracy, they must be educated. He wanted to give all children the opportunities



that education gives people. Mann believed that education and democracy go hand in hand.

- Write a sentence using the Core Vocabulary word (*tutor*).

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

## Additional Activities

---

### Domain Vocabulary: Chapters 1–3 (RI.4.4, L.4.6)

30 MIN

#### Activity Page



AP 3.1

**Materials Needed:** Sufficient copies of the Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute AP 3.1, Domain Vocabulary: Chapters 1–3, and direct students to match each vocabulary term with the correct definition that they have learned in reading *American Reformers*.

This activity may be assigned during class and then completed for homework.

## CHAPTER 4

# Abolitionism

**The Big Question:** What difficulties did the abolitionists face as they worked to abolish slavery?

### Primary Focus Objectives

- ✓ Summarize the crusade against slavery in the early 1800s. (RI.4.2)
- ✓ Describe William Lloyd Garrison's and Frederick Douglass's work to end slavery. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *abolish*, *conscience*, and *golden rule*; and of the phrase "unalienable right." (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Abolitionism":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- sufficient copies of Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (NFE 1)

### Core Vocabulary (Student Reader page numbers listed below)

**"unalienable right," (phrase)** a legal promise that cannot be taken away or denied (92)

*Example:* The freedom of speech is an unalienable right in the United States.

*Variation:* unalienable rights

**abolish, v.** to end; to stop something completely (92)

*Example:* Many people in the United States worked to abolish slavery in the early 1800s.

*Variation:* abolished, abolishes (derivatives: abolitionism, abolitionist)

**conscience, n.** a sense or belief a person has that a certain action is right or wrong (92)

*Example:* Thomas freed his slaves because, according to his conscience, slavery was wrong.

*Variation:* consciences

**golden rule, n.** a rule or belief in many religions that encourages people to treat others as you want to be treated (92)

*Example:* Jason lived by the golden rule when he showed compassion to others.

## THE CORE LESSON 35 MIN

### Introduce “Abolitionism”

5 MIN

Use the Timeline to review the work of Dorothea Dix and Horace Mann, and then, remind students that many types of reform movements existed at the same time. Write the word *abolish* on the board or chart paper. Explain that it means to end or to stop something completely. Note the word has two derivatives (or other words formed from the root word *abolish*) that they will encounter in this chapter: *abolitionism*, which is the movement to end slavery; and *abolitionist*, a person who works to end slavery.

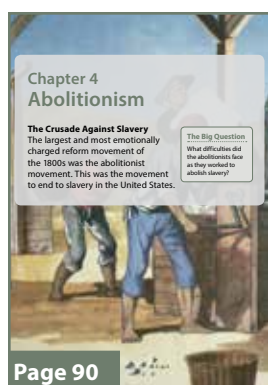
Direct students to the Big Question: “What difficulties did the abolitionists face as they worked to abolish slavery?” Encourage students to look for answers to the Big Question as they read.

### Guided Reading Supports for “Abolitionism”

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.

#### “The Crusade Against Slavery,” Pages 90–95



**Scaffold understanding as follows:**

**Read aloud the title of this segment, “The Crusade Against Slavery.”**

**SUPPORT**—Discuss the meaning of the word *crusade*. Tell students that one meaning of the word is a battle or war. Students in Core Knowledge schools may remember reading about crusades in *Medieval Europe*. But there is another meaning of the word. Here the word *crusade* is used to mean to fight for reform or change through a plan of peaceful actions. When used in this second sense, often the individuals involved in leading a crusade for change believe with great passion and conviction in the cause for which they are fighting. This was the case for the abolitionists who were committed to ending slavery. The abolitionists’ crusade was peaceful.



**Read aloud the first four paragraphs in the section “The Crusade Against Slavery” on pages 90–93, stopping after the first paragraph on page 93.**

**CORE VOCABULARY**—Stop to explain the meanings of vocabulary terms *conscience* and *golden rule* and of the phrase “unalienable right” as you encounter them in the text.

**Note:** Students in Core Knowledge schools may recall the concept of unalienable rights from their studies of the American Revolution and the U.S. Constitution.

**SUPPORT**—Help students see the connection between *conscience* and the *golden rule*. Explain that both help people see the difference between good and bad, right and wrong.

**Have students read the remainder of the section independently or with a partner.**

**SUPPORT**—Draw attention to the image on page 94, and invite a student to read aloud the caption. Explain that the newspaper’s name, *The Liberator*, comes from the word *liberty*, which means freedom. A liberator is someone who sets another person free. Discuss how the word *liberator* relates to abolition. (*Abolitionists were liberators. They wanted to free people from slavery.*)

**After students read the text, ask the following questions:**

**LITERAL**—What was the biggest and most emotionally charged reform movement of the 1800s?

- » The abolitionist movement was the biggest and most emotionally charged reform movement of the period.

**LITERAL**—What did abolitionists want?

- » They wanted to end slavery.

**LITERAL**—In which region of the United States did abolitionists focus their work? Why?

- » They focused their work in the North because slave owners in the South were not interested in their message.

**LITERAL**—Who was William Lloyd Garrison?

- » He was a leading abolitionist. He published a newspaper called *The Liberator*.

Many Americans were coming to believe that slavery was wrong. “All men are created equal,” says the Declaration of Independence. All have the unalienable rights to life and to liberty. All of our early presidents—Washington, Adams, Jefferson, Madison, Monroe—felt that slavery was wrong and believed it would end in time. But saying that slavery was wrong was one thing. Actually doing something to abolish it was another. In fact, all of those early presidents, except John Adams, owned slaves themselves. Several northern states passed laws to end slavery. But no Southern state did, and that’s where most enslaved people lived. Some slave owners in the South freed their enslaved workers. One slave owner in North Carolina gave these four reasons for doing so:

Reason the first every human being . . . is entitled to freedom.  
Reason the second: my conscience condemns me for keeping them in slavery.  
Reason the third: the golden rule directs us to do unto every human creature, as we would wish to be done unto.  
Reason the fourth and last: I wish to die with a clear conscience that I may not be ashamed to appear before my master in a

**Page 92**

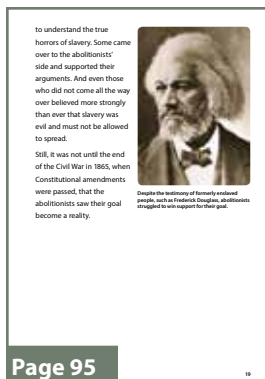
**Vocabulary**  
“unalienable rights,” [affirmed] a legal promise that cannot be taken away or denied  
abolish, to end, to stop something completely  
conscience, a feeling or belief that a person has that a certain action is right or wrong  
golden rule, a rule or belief in many religions that encourages people to treat others as they want to be treated

But these were all individual deeds. These owners were only a small minority of all slave owners. The flame of antislavery feeling never burned strongly in the South, and eventually died out. Abolitionists wanted to light that flame again. Most abolitionists were religious people. They believed that slavery was not just wrong but a great sin in the eyes of God. They thought the way to end slavery was to appeal to the conscience of slave owners. They thought that once masters understood how sinful it was for one person to own another, they would give up their enslaved workers, just the way that North Carolina slaveholders did. Things did not work out as they hoped. Slave owners were not interested in the abolitionists’ message. Some of them even said that enslaved people benefited from slavery! Abolitionists changed their plan. They began educating Northerners on the evils of slavery. They formed antislavery organizations. They handed out more than a million pamphlets. They gave public lectures. William Lloyd Garrison was one of the leading abolitionists. Garrison published an abolitionist newspaper called *The Liberator*. He also started the American Anti-Slavery Society, which was the main organization of abolitionist reformers. Frederick Douglass was another important abolitionist. Douglass had escaped from slavery. When he spoke about slavery, his listeners knew that he spoke from experience. Douglass later wrote a book about his life as an enslaved person and his escape. His book is called *Narrative of William Lloyd Garrison, an American Slave*. He, too, was an abolitionist.

**Page 93**

At first, there were just a few abolitionists. Only a few thousand people in the whole country bought *The Liberator*. Even in the North, where most people did not like slavery, abolitionists were not popular. That is because abolitionists were not just saying they did not like slavery. They were saying that the country should do something about it—abolish it, not at some time in the future but now. Abolitionists believed deeply in their cause. They kept working to achieve freedom for enslaved people. In public meetings, they described the cruel treatment of enslaved workers, which included beatings and whippings. They spoke of husbands being separated from wives and of children being sold and separated from their parents. A growing number of people came

**Page 94**



### LITERAL—Who was Frederick Douglass?

- » He was an abolitionist. He had escaped from slavery. He spoke about his experiences and wrote a book about them. He also published a newspaper.

### LITERAL—What were some of the ways the abolitionists tried to end slavery through peaceful actions?

- » The abolitionists wrote newspaper articles and books, and gave speeches.

### EVALUATIVE—How did abolitionists use people's feelings to win support for their cause?

- » They emphasized the cruelty of slavery. They described beatings and whippings, and the separation of families.



### LITERAL—What finally brought an end to slavery in the United States?

- » Slavery ended after the Civil War ended in the 1860s, when the Constitution was amended to abolish slavery.

## Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What difficulties did the abolitionists face as they worked to abolish slavery?"
- Post the card to the Timeline under the date referencing the 1840s. Refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, "What difficulties did the abolitionists face as they worked to abolish slavery?"
  - » Key points students should cite include: The fact that it was a very common practice and even the early U.S. presidents owned enslaved people; Southern slave owners said slavery helped enslaved people; Northern states passed laws against slavery, but Southern states, where there were the most enslaved people, did not.

- Choose one of the Core Vocabulary words (*abolish*, *conscience*, or *golden rule*) or the phrase “unalienable right,” and write a sentence using the word or phrase.

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

## Additional Activities

---

### Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (RL.4.1)

30 MIN

**Materials Needed:** Sufficient copies of Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (NFE 1)

Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Distribute copies of Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (NFE 1). Have students work with a partner to read the excerpt from Douglass’s book and answer the questions. This may also be completed for homework.

Set aside some class time for reviewing this activity with students to discuss each question and students’ answers.

## CHAPTER 5

# Women and the Fight for Equality

**The Big Question:** What did the antislavery movement reveal about the rights of women?

### Primary Focus Objectives

- ✓ Summarize what life was like for women in the 1830s and 1840s. (RI.4.2)
- ✓ Describe women's roles in reform movements, such as abolitionism. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *office*, *minister*, and *convention*; and of the phrase "equal rights." (RI.4.4)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About Women and the Fight for Equality":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Remember to prepare to teach the Chapter 5 Core Lesson, plus the Additional Activity, during a single instructional period, since this Student Reader chapter is very short.

### Materials Needed

Activity Page



AP 5.1

- Display and sufficient copies of Equal Rights or Not? (AP 5.1)

### Core Vocabulary (Student Reader page numbers listed below)

**"equal rights," (phrase)** the freedoms and legal protections guaranteed to all citizens (98)

*Example:* In the 1800s, many women started working for equal rights.

**office, n.** a position of leadership or responsibility (98)

*Example:* Thomas Jefferson once held the office of president.

*Variation:* offices

**minister, n.** a religious leader, usually in a Protestant church (99)

*Example:* The minister led the Sunday service.

*Variation:* ministers

**convention, n.** a formal gathering of people for a purpose (99)

*Example:* Men and women met in London, England, for an antislavery convention.

*Variation:* conventions

## THE CORE LESSON 20 MIN

### Introduce “Women and the Fight for Equality”

5 MIN

Use the Timeline Image Card from Chapter 4 to review the abolitionist movement. Tell students that, in this chapter, they will learn about another reform movement—the movement for women’s equality. Discuss the meaning of the word *equality*. Ask students to predict what rights women in the 1800s might have been fighting for, and jot down students’ ideas on the board or chart paper for reference at the end of the lesson. Explain that the fight for equality for women continues today.

Draw attention to the Big Question: What did the antislavery movement reveal about the rights of women? Tell students to look for answers to this question as they read the chapter.

### Guided Reading Supports for “Women and the Fight for Equality” 15 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.

#### “Women Speak Out,” Pages 96–99

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first two paragraphs of the section “Women Speak Out” on page 96.**

**SUPPORT**—Point out the saying, “A woman’s place is in the home.” Discuss with students what it means. Explain that in the 1830s, it was believed that women could not do the same jobs as men. Women were expected to work in the home—raising children, taking care of the house—while men worked outside the home.

#### Chapter 5 Women and the Fight for Equality

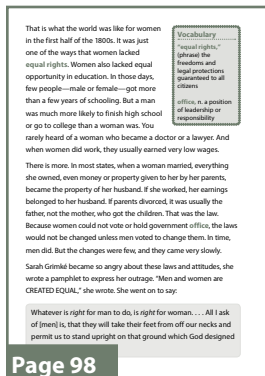
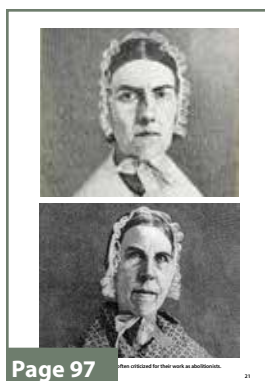
**Women Speak Out** Sisters Angelina and Sarah Grimké grew up in South Carolina. They lived with slavery, and they hated it. They felt so strongly about it that they left the South.

**The Big Question**  
What did the anti-slavery movement reveal about the rights of women?

In the 1830s, the Grimké sisters began giving talks about plantation life and slavery to audiences of men and women in northern towns and cities. Many people were shocked to hear the sisters lecture on the evils of slavery. But it was not what the sisters said that shocked them. It was the fact that these women were speaking to the public at all. At that time women, like children, were supposed to be seen and not heard. Most men agreed with the old saying, “A woman’s place is in the home.” Women might speak to groups of other women. But they should not speak at public meetings when men were in the audience. That role belonged to men only.

Page 96





**Read aloud the next two paragraphs in the section on page 98.**

**CORE VOCABULARY**—Stop to explain the meanings of the phrase “equal rights” and of the Core Vocabulary word *office* when they are encountered in the text.

**SUPPORT**—Discuss with students the phrase “equal opportunity” in the first paragraph on page 98. Explain that “equal opportunity” means having the same chances, the same options, as everyone else.

**Invite volunteers to read aloud the remainder of the section on pages 98–99.**

**CORE VOCABULARY**—Stop to explain the meanings of the Core Vocabulary words *minister* and *convention* when they are encountered in the text.

**Note:** Students in Core Knowledge schools may recall the word *minister* from the Grade 3 unit *The Thirteen Colonies*.

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

**LITERAL**—What was expected of women in the 1830s and 1840s?

- » They were expected to stay home. When they were in public, they were expected to be seen but not heard.

**LITERAL**—In most states in the early 1800s, what happened to any property a woman might have?

- » Her property became the property of her husband.

**EVALUATIVE**—How did Sarah Grimké feel about the way women were treated?

- » She was very angry. She believed men and women were created equal but that men kept women down.

**EVALUATIVE**—How were women treated in reform movements, such as the abolitionist movement?

- » They were not allowed to hold offices or to speak publicly.

## Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What did the antislavery movement reveal about the rights of women?”
- Post the Timeline Image Card under the date referencing the 1830s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question, “What did the antislavery movement reveal about the rights of women?”
  - » Key points students should cite include: the antislavery movement, which did not treat women equally, showed that women too lacked equal rights guaranteed to citizens in America.
- Choose one of the Core Vocabulary words (*office, minister, or convention*) or the phrase “equal rights,” and write a sentence using the word or phrase.

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

## Additional Activities

### Equal Rights or Not? (RI.4.1)

ACTIVITY TIME FLEXIBLE

#### Activity Page



AP 5.1

**Materials Needed:** Display and sufficient copies of Equal Rights or Not? (AP 5.1)

Organize students into small groups, and distribute copies of AP 5.1. You may also choose to complete this activity as a whole group, teacher-led activity if time is an issue. Review the purpose of the chart: to compare the lives of men and women in the early 1800s in the areas of education, jobs, wages, property, children, voting, and holding office.

Tell students to review Chapter 5 in the Student Reader, and use the information to complete the chart. You may choose to have small groups complete the chart in its entirety, or you may assign groups different rows of the chart to complete and share with the class.

After students have completed their assigned portion of the chart, display a blank copy of AP 5.1. Ask students to refer to their charts to help you fill in a class chart. Prompt them, if needed, to include the following information:

**Education**—Men: could attend high school and college. Women: usually not allowed to attend high school and college

**Jobs**—Men: could become doctors or lawyers; could work at any job.  
Women: usually not allowed to work outside the home

**Wages**—Men: fair wages. Women: usually wages less than a man’s

**Property**: Men: could own property. Women: could not own property once married.

**Children**—Men: usually got custody of children if couple divorced; Women: raised children while married, but lost them if divorced

**Voting**—Men: could vote. Women: not allowed to vote

**Holding Office**—Men: could hold any government office to which they were elected or appointed. Women: not allowed to hold any government office

Discuss these findings in light of the predictions students made prior to reading the chapter about what rights women were fighting for in the 1800s. Conclude with a discussion about whether women had equality in the first half of the 1800s.

## CHAPTER 6

# The Seneca Falls Convention

**The Big Question:** Why might some newspapers have made fun of the women's movement and its demands?

### Primary Focus Objectives

- ✓ 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)

### What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Seneca Falls Convention":  
[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

Activity Pages



AP 6.1

AP 6.2

- sufficient copies of Domain Vocabulary: Chapters 4–6 (AP 6.1)
- sufficient copies of Sojourner Truth: "Ain't I a Woman?" (NFE 2)
- sufficient copies of People Who Made a Difference (AP 6.2)

### Core Vocabulary (Student Reader page numbers listed below)

**sentiment, n.** a thought or feeling (103)

**Example:** Sarah Grimké wrote down each sentiment she had about women's inequality.

**Variation:** sentiments

**heroine, n.** a brave or admired woman; a female hero (104)

*Example:* Today, many women consider women's activist Lucy Stone a heroine.

*Variation:* heroines

**reap, v.** to cut and gather crops from where they grow (105)

*Example:* The farmer worked with his daughter to reap the corn.

*Variation:* reaps, reaped, reaping

**husk, v.** to remove the outer covering from a plant, such as corn (105)

*Example:* Lydia had to husk the corn before she cooked it.

*Variation:* husks, husked, husking

## THE CORE LESSON 35 MIN

### Introduce "The Seneca Falls Convention"

5 MIN

Review what students read in Chapter 5 about women's lives in the early 1800s and the limitations women faced. Remind students of how angry Sarah Grimké was about the treatment of women. Tell students that in this chapter, they will learn more about how women worked toward equality.

Direct attention to the Big Question: Why might some newspapers have made fun of the women's movement and its demands? Tell students, when reading this chapter, to look for details about how different people responded to the women's movement.

### Guided Reading Supports for "The Seneca Falls Convention"

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.

#### "A Women's Rights Convention" and "Mott and Stanton," Pages 100–103

**Scaffold understanding as follows:**

**Invite a volunteer to read aloud the first paragraph of the section "A Women's Rights Convention" on page 100.**

**Note:** After the first paragraph is read aloud, you may want to call attention to the fact that the section title in the Student Reader refers to a "women's rights convention," using the accepted plural form for more than one woman, while the newspaper announcement, quoted directly as it appeared in the *Seneca Country Courier*, refers to the "Woman's Rights

#### Chapter 6 The Seneca Falls Convention

**A Women's Rights Convention On**  
July 14, 1848, this notice appeared in the *Seneca Country Courier* newspaper: "Woman's Rights Convention: A Convention to discuss the social, civil, and religious conditions and rights of woman will be held in the Wesleyan Chapel, at Seneca Falls, NY."

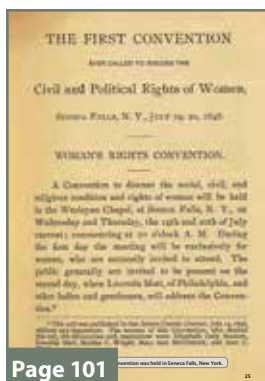
**The Big Question**  
Why might some newspapers have made fun of the women's movement and its demands?

Few would have guessed that this short announcement would start one of the biggest reform movements in U.S. history.  
The idea for a women's rights convention had been born eight years earlier. You remember the World Anti-Slavery Convention in London? When women delegates were told they could watch from the balcony but not take part? Two of the women sitting in that balcony were Lucretia Mott and Elizabeth Cady Stanton.

Mott and Stanton

Page 100

4. James, were active in many of the y. Mott once organized a campaign asking



Convention.” It is unclear whether the use of what is currently considered the singular form was intentional or whether the currently accepted plural form was perhaps not used in the 1800s. You will notice the same spellings in the announcement depicted on page 101.

**SUPPORT**—Direct students to the image on page 101. Explain that the image shows the announcement described in the paragraph. Invite a volunteer to read aloud the announcement. Point out the name Lucretia Mott, and tell students that they will learn more about her in this chapter.

**Invite volunteers to read aloud the remainder of the section “A Women’s Rights Convention” on page 100.**

**LITERAL**—Who was invited to attend the first day of the convention, and who was invited to attend the second day of the convention?

- » Only women were invited to attend the first day; women and men were invited the second day.

**Have students read “Mott and Stanton” independently on pages 100–103.**

**SUPPORT**—Draw attention to the description of Mott’s antislavery campaign, when she asked people not to buy products made or raised by enslaved workers. Explain that this type of campaign is called a boycott. American colonists had used a boycott to protest British taxes before the American Revolution, and now Mott was calling for a boycott to protest slavery.

**Note:** Core Knowledge students may recall the colonial boycott from the Grade 4 unit, *The American Revolution*.

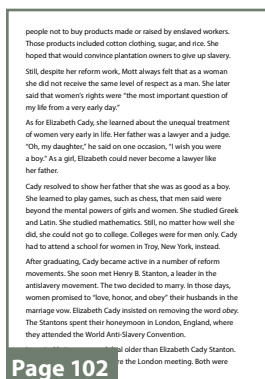
**After students have read the text, ask the following questions:**

**LITERAL**—Where did Lucretia Mott and Elizabeth Cady Stanton meet?

- » They met at an antislavery convention in London.

**EVALUATIVE**—How did Mott and Stanton feel about the treatment of women? How do you know?

- » They were angry about the treatment of women not only at the antislavery convention but in reform movements and in the world. Mott felt that she did not receive the same level of respect as a man. Stanton wanted to go to college but couldn’t because she was a woman. When Stanton got married, she wouldn’t promise to obey her husband.



## “Seneca Falls,” Pages 103–104

### Scaffold understanding as follows:

**CORE VOCABULARY**—Point out the word *sentiment* on page 103, and explain its meaning. **Then, have students read independently or with a partner the section “Seneca Falls” on pages 103–104.**

**SUPPORT**—Make sure students understand the reference to “another famous declaration” in the third paragraph on page 103. Lead students to recognize that the Declaration of Sentiments echoes the Declaration of Independence. Ask students how Stanton changed the words from the Declaration of Independence in her Declaration of Sentiments. (*She changed “all men are created equal” to “all men and women are created equal.”*)

### After students read the text, ask the following questions:

**LITERAL**—What did the Declaration of Sentiments include?

- » It included ideas from the Declaration of Independence and a list of ways women were treated unfairly.

**LITERAL**—How did Elizabeth Cady Stanton shock people at the convention?

- » She demanded that women be given the right to vote.

**LITERAL**—How did newspapers react to the Seneca Falls Convention and the Declaration of Rights?

- » Newspapers either didn’t pay attention to it or made fun of it.

## “More Heroes,” Pages 104–105

### Scaffold understanding as follows:

#### Invite volunteers to read aloud “More Heroes.”

**CORE VOCABULARY**—Stop to explain the vocabulary terms *heroine*, *reap*, and *husk* as they are encountered in the text.

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

**LITERAL**—Who was Lucy Stone?

- » She worked in the women’s rights movement and was the first woman to deliver a public lecture on women’s rights.

angered by their treatment. By the time they left London, they had promised each other to hold a convention on women's rights in the United States.

**Seneca Falls**

For eight years, nothing came of the promise. Elizabeth Cady Stanton was busy raising a family. Lucretia Mott was involved in other activities. Then on July 13, 1848, Mott visited the Stanton's home in Seneca Falls, New York. That afternoon over a cup of tea, Stanton, Mott, and three local women decided to hold the long-delayed convention. They would have to Seneca Falls six days from that day. On July 19, two hundred women, and even some men, showed up at the Wesleyan Chapel. On the second day, a larger crowd of women and men attended. Among them was the abolitionist Frederick Douglass.

Elizabeth Cady Stanton read aloud a Declaration of Sentiments she had written. The Declaration's first words echoed another famous declaration: "We hold these truths to be self-evident: that all men and women are created equal." Stanton went on to list fifteen ways that women

**Page 103**

**Vocabulary**  
sentiment, n. a thought or feeling



Women, along with some male supporters, gathered at Seneca Falls to hold a convention on women's rights.

At the end of the Declaration, Elizabeth Cady Stanton shocked the audience. She demanded that women be given the right to vote. For some reformers, that was going too far. Lucretia Mott tried to discourage her friend. Demanding the vote "will make us look ridiculous," she said. "We must go slowly." But Mott eventually agreed. So did a majority of the convention.

Today, it is hard to imagine anyone disagreeing with the goals of the Seneca Falls Convention. However, that was a different time. The few newspapers that paid attention to the meeting made fun of it. One laughed at the women's demands to vote, become lawyers, and keep their own property. While they were at it, said the newspaper, they should have demanded that men "wash dishes, . . . handle the broom, darn stockings, . . . wear trinkets, [and] look beautiful."

None of this ridicule stopped the women's movement. After the Seneca Falls meeting, women in a half-dozen other states organized similar meetings.

**More Heroes**

The movement for women's rights had other heroines besides Elizabeth Cady Stanton and Lucretia Mott. There was Lucy Stone, the first American woman to deliver a public lecture on women's rights. When Lucy Stone married, she kept her own name.

Lucy Stone became the first woman

**Page 104**


**Vocabulary**  
heroine, n. a brave or admired woman  
female hero

Then there was Amelia Bloomer. She wore large, roomy trousers with a short skirt over them because they were more comfortable than the heavy dresses women were expected to wear.

There was also a woman named Sojourner Truth. Nearly six feet tall and wearing a white turban, Sojourner Truth became a familiar person at public meetings on women's rights. She was a former enslaved worker, and she could not read or write. But she could speak. To those who said women were weak, Sojourner said, "I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that?" When Sojourner Truth was speaking at a different convention, a few rowdy men showed up to jeer. Sojourner Truth had these words for them: "I am sorry to see [some men] so short-minded. But we'll have our rights; see if we don't, and you can't step us from them; see if you can. You may hiss as much as you like, but it is comin'!" Sojourner Truth was right. But, it would be some time before it

**Page 105**

**Vocabulary**  
husk, v. to cut and gather crops from when they grow  
husk, n. to remove the outer covering from a plant, such as corn



In 1875, in Akron, Ohio, Sojourner Truth delivered her famous "Bustle to Heaven" speech.

**LITERAL**—Who was Elizabeth Blackwell?

- » She was the first woman to graduate from a medical college.

**LITERAL**—Who was Amelia Bloomer?

- » She wore pants instead of heavy dresses.

**EVALUATIVE**—How did Sojourner Truth reply to those people who said women were weak?

- » She replied that she had as much “muscle as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that?”

## Timeline

---

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why might some newspapers have made fun of the women’s movement and its demands?”
- Post the Timeline Image Card under the date referencing the 1840s; refer to the illustration in the Unit 10 Introduction for guidance on the placement of each Image Card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question, “Why might some newspapers have made fun of the women’s movement and its demands?”
  - » Key points students should cite include: Some people writing for newspapers did not believe that women would ever be treated equally, permitted to vote, work outside the home, or own property.
- Choose one of the Core Vocabulary words (*sentiment*, *heroine*, *reap* or *husk*), and write a sentence using the word.

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



## Additional Activities

### Sojourner Truth: "Ain't I a Woman?" (RI.4.1, RI.4.2)

25 MIN

**Materials Needed:** sufficient copies of Sojourner Truth: "Ain't I a Woman?" (NFE 2)



**Background for Teachers:** Before you introduce this speech to students, review the speech. Use this link to download the CKHG Online Resources for this unit, where the specific link to the nonfiction excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Distribute Sojourner Truth: "Ain't I a Woman?" (NFE 2). Review with students what a primary source is. Tell students Sojourner's speech is a primary source. It is the text of a speech given in the early 1800s and attributed to Sojourner Truth, but written down by an audience member, possibly many years later.

Remind students that Sojourner Truth was an escaped slave who worked for women's rights and to abolish slavery.

Read aloud Sojourner Truth's speech. Clarify the informal language and colloquialisms in the speech ("out of kilter," *twixt*, "in a fix") as needed. Remind students that most people speak less formally when they are talking than when they are writing.

Then, use the following questions to guide discussion:

- According to Sojourner Truth, why will white men soon "be in a fix"?
  - » African Americans in the South and women in the North were demanding their rights.
- Whom does Truth hold responsible for the unfair treatment of women?
  - » men
- Does Truth believe men's reasons for not giving women equality make sense? How do you know?
  - » No, she does not believe they make sense. She says that men had nothing to do with the birth of Jesus Christ and that the first woman God created turned the world upside down all by herself.



### Meet Susan B. Anthony

15 MIN

**Materials Needed:** Internet access



**Background for Teachers:** Before beginning this activity, preview the video and the images to familiarize yourself with their content.



Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and the images of Susan B. Anthony's coin and headstone may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Display the image of the Susan B. Anthony dollar. Explain that the coin honors a heroine of the women's rights movement: Susan B. Anthony. Like Mott and Stanton, Anthony also worked in the abolitionist movement, but she is honored today as a leader in the fight for women's rights.

Play the video about Susan B. Anthony. After the video, review with students what they learned about Anthony. Explain that in 1872, Anthony was arrested for voting in the presidential election. At the time, women did not have the right to vote, so her actions were illegal. Women did eventually win the right to vote but not until 1920, when the Nineteenth Amendment was ratified.

Display the image of Anthony's headstone. In the 2016 presidential election in which a woman was one of the candidates for the office, women honored Anthony's legacy by placing their "I Voted" stickers on the headstone at her gravesite in Rochester, New York.

### Domain Vocabulary: Chapters 4–6 (RI.4.4, L.4.6)

30 MIN

Activity Page



AP 6.1

**Materials Needed:** Sufficient copies of the Domain Vocabulary: Chapters 4–6 (AP 6.1)

Distribute AP 6.1, Domain Vocabulary: Chapters 4–6, and direct students to complete the sentences using the vocabulary terms in the Word Bank.

This activity may be assigned for homework.

### People Who Made a Difference

20 MIN

Activity Page



AP 6.2

**Materials Needed:** sufficient copies of People Who Made a Difference (AP 6.2); pens or pencils

Distribute People Who Made a Difference (AP 6.2). Tell students that this activity is about people they have read about—American reformers who made a difference. Explain that they must use one of the words or names in the Word Box to fill in the blanks. Have students work in pairs to complete the activity. In class discussion, encourage pairs to share their answers. Correct any misinformation students might have.

This activity can be assigned for homework.

## ADDITIONAL RESOURCES

# The Case of John Lewis

**The Big Question:** What was the civil rights movement of the 1950s–1960s, and what did it accomplish?

### Primary Focus Objectives

- ✓ Identify the purpose of the civil rights movement of the 1950s–1960s. (RI.4.2)
- ✓ Describe John Lewis’s role in the civil rights movement. (RI.4.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *march*. (RI.4.4)

### Materials Needed

- a copy of John Lewis’s graphic novel, *March* (optional)

### Core Vocabulary (Student Reader page numbers listed below)

**march, n.** an organized walk by a group of people to support a cause (110)

*Example:* John Lewis protested against segregation by joining a civil rights march in Alabama.

*Variation:* marches, march (verb)

## THE CORE LESSON 35 MIN

### Introduce “Reform and Civil Rights—The Continuing Story”

5 MIN

Review the inequalities faced by African Americans in the early 1800s. Remind students that despite the hard work of abolitionists, slavery was not abolished until after the end of the Civil War. Even then, the fight for equal rights for African Americans and other people of color took much longer. In some ways, it is still being fought today. In this chapter, students will read about a modern-day reformer named John Lewis, who worked—and still works—for civil rights for African Americans.

Point out the phrase “civil rights” in the title. Explain that civil rights are the rights that all citizens are supposed to have according to the Constitution and its amendments. Then, direct students’ attention to the Big Question: What was the civil rights movement of the 1950s and 1960s, and what did it

accomplish? Tell students, when reading this chapter, to look for details about the civil rights movement.

## Guided Reading Supports for “The Case of John Lewis”

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.

### “The Case of John Lewis” Pages 106–111


Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of “The Case of John Lewis” on page 106.


**SUPPORT**—Review with students the reforms brought by Dorothea Dix and Horace Mann. (*Dorothea Dix: better treatment for people with mental illnesses; Horace Mann: establishment of public schools*)

Read aloud the next three paragraphs of the section on page 107.

**SUPPORT**—Point out the word *segregation* at the start of the third paragraph on page 107. Make sure students understand that the conditions described in the previous paragraph were all part of segregation.

 **SUPPORT**—Draw students’ attention to the name Martin Luther King, Jr. Explain that Dr. King was a leader of the civil rights movement of the 1950s–1960s. There is a memorial in his honor in Washington, D.C., and a holiday in January that honors him.

Have students read independently or with a partner the remainder of the section on pages 107–111.

 **SUPPORT**—Draw students’ attention to the phrase “civil rights movement” at the bottom of page 107. Make sure students understand that the goal of the civil rights movement was to end unfair treatment of African Americans.

**SUPPORT**—Direct students to the image on page 109. Use it to review the concept of a sit-in.

**CORE VOCABULARY**—Call attention to the word *march* on page 110, and read aloud the sentence in which it is first used. Be sure students understand that when used in this context, a march is intended to be a peaceful way to protest and demonstrate support for a particular cause.

**SUPPORT**—If you have a copy of John Lewis’s graphic novel *March*, you may choose to share illustrations from the novel that relate to the events

#### Additional Resources: Reform and Civil Rights—The Continuing Story

The Case of John Lewis

As you read, the early 1800s were busy years for reformers and reform movements. Reformers, such as Dorothea Dix and Horace Mann, called for changes and new laws. In many cases, they were successful.

However, this was not the only time in American history when reformers called for changes. In fact, there have always been reformers in America. Some reformers succeeded in changing the nation and its laws. Others failed. But many people would argue that part of what makes America a great country is that lawmakers have often listened to reformers—though there have been times when they did not. Throughout our history many new laws have been passed, and many changes have been made.

The Big Question  
What was the civil  
rights movement  
of the 1950s–1960s,  
and what did it  
accomplish?

Page 106

In the 1950s and 1960s, many reformers fought for fair treatment of African Americans. African people were brought to America in the 1600s and 1700s as enslaved workers. They and their descendants were forced to work in houses and on plantations. They had no political rights. They could be bought or sold. They could be whipped for disobeying their masters.

Slavery was outlawed in the 1860s, after the Civil War. However, this did not mean that African Americans were treated equally. In many places, especially in some southern states, African Americans were not treated equally. They were not allowed to use the same restrooms or eat in the same restaurants as white Americans. They were sent to separate schools. Often they were not allowed to vote. And because they could not vote, they could not pick lawmakers who might be willing to pass new laws. In all of these ways, African Americans were segregated—that is, kept apart. They were kept apart from white people, who had almost all of the political power and made the laws.

Many men and women spoke out against segregation. You may have learned about Martin Luther King Jr. He was an African American who spoke out against segregation and fought for equal rights for African Americans. There were also many other Americans who worked for reform and civil rights. One you may not have heard about is John Lewis.

John Lewis was born and raised in Alabama, the son of poor farmers. He did well in school and was admitted to Fisk University in Nashville, Tennessee. Fisk is a university for African Americans.

to the civil rights movement. He joined a series of protests called “sit-ins.”

Page 107



John Lewis was a leader of the 1960s civil rights movement. Today he is a U.S. congressman.

The idea was that African American students would sit down at lunch counters in Nashville that were reserved for white people and ask to be served. If they were turned down, they would continue to sit peacefully in their seats, as a form of protest against segregation. Of course, as long as they sat in the seats, able to seat other customers. So, by The students hoped they could

Page 108

described in the Student Reader.

### After students read the text, ask the following questions:

#### LITERAL—What was segregation?

- » Segregation was the forced separation of African Americans from white people. African Americans could not use the same bathrooms, restaurants, or schools as white people did. They also could not vote.



#### LITERAL—What was the civil rights movement of the 1950s and 1960s?

- » The civil rights movement of the 1950s and 1960s was a reform movement that fought for equal treatment for African Americans.



#### LITERAL—Who was Martin Luther King Jr.?

- » He was an African American who led the fight against segregation and fought for equal rights for African Americans.

#### LITERAL—What were sit-ins?

- » They were protests in which African American students would sit at a whites-only lunch counter and refuse to move.

#### LITERAL—How else did John Lewis protest against segregation?

- » He joined a march to Selma, Alabama.

#### LITERAL—In the march from Selma, what happened to the protesters who marched peacefully singing songs?

- » White police officers beat some protesters with clubs and threw tear gas at them.

#### LITERAL—What happened as a result of the march on Selma?

- » Millions of Americans who saw pictures of the attack on TV and in newspapers were shocked to see what happened. People across the country, including President Lyndon Johnson, began to talk about the need for laws to end segregation and unfair treatment. A new law was passed.

#### LITERAL—What does John Lewis do now?

- » He serves in Congress, as a member of the House of Representatives.

persuade the owners to desegregate the lunch counters and serve all people side by side.

The first big sit-in in Nashville happened in February 1960. John Lewis and more than one hundred other students walked into several restaurants, sat down, and asked to be served. The servers refused, so the students sat and waited. They sat for two hours. Then, they got up and left.

In the weeks that followed, Lewis was involved in more sit-ins, and he saw them get bigger and bigger. The second sit-in attracted more than two hundred students, the third more than three hundred.

The sit-ins also attracted spectators. Some people came just to see what was going on. Others came to get involved. There were many



**Page 109** How central was the sit-in to the movement for equality? 12

white people in the South who had grown up with segregation. They were upset that the students were trying to change the way things were done. Some of them began taunting the students involved in the sit-ins. A few people even attacked the students.

During one sit-in, the police arrested Lewis and other protesters and hauled them off to jail. Was John Lewis ashamed? No, he was not. He actually felt excited, even joyous. He felt that it was a good thing to be thrown in jail for opposing bad laws.

John Lewis protested against segregation in many other ways. In 1965, he helped lead a protest march from Selma, Alabama. He and other civil rights leaders were marching to draw attention to racist laws that kept African American people in Selma and other parts of Alabama from voting.

**Vocabulary**  
*March* is an organized walk by a group of people to support a cause.

Lewis and the others marched peacefully. They sang songs and held hands. But when they crossed the bridge as they were leaving Selma, they were attacked by white police officers with clubs. Lewis was hit on the head and passed out for a few minutes. When he woke up, he found himself in a cloud of smoke. The police had fired tear gas at the protesters. Coughing and wheezing, Lewis stood and staggered back across the bridge. All around him the police continued to beat marchers—including some schoolchildren. The marchers were driven back across the bridge.

**Page 110** 13

Some of the police officers probably thought that they had won a battle. But actually, they had lost. There were photographers and TV cameramen nearby, and they took pictures of the attacks. Millions of Americans saw the pictures on TV that night, and many were appalled. They could not believe what was happening. Many of them began to think it was time to pass new laws. In Washington, President Lyndon Johnson thought so, too. He decided that, if the governor and the police in Alabama would not reform themselves, he would reform them.

A new law was proposed, and it was passed: once again, American lawmakers showed themselves willing to listen to reformers. What about John Lewis? He continued protesting for a while, and then this reformer became a lawmaker himself! He has been serving in Congress ever since.

**Page 111** 14



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question, “What was the civil rights movement of the 1950s–1960s, and what did it accomplish?”
  - » Key points students should cite include: The civil rights movement was a reform movement to give African Americans equality, ending segregation and allowing African Americans to vote.
- Write a sentence using the Core Vocabulary word (*march*).

## ADDITIONAL RESOURCES

# Sonia Sotomayor

**The Big Question:** In your opinion, what things have contributed to Sonia Sotomayor's great success?

### Primary Focus Objectives

- ✓ Describe Sonia Sotomayor's journey to become a Supreme Court justice. (RI.4.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Supreme Court*, *scholarship*, *prosecutor*, and *Hispanic*. (RI.4.4)

### Core Vocabulary (Student Reader page numbers listed below)

**Supreme Court, n.** the highest court in the land (113)

*Example:* The Supreme Court has the power to declare a law unconstitutional, or against the Constitution.

**scholarship, n.** money given to a student to help pay for a school or college (114)

*Example:* Sonia Sotomayor received a scholarship for college.

*Variation:* scholarships

**prosecutor, n.** a lawyer who represents the government in criminal trials (114)

*Example:* The prosecutor presented evidence that proved the accused thief committed the crime.

*Variation:* prosecutors

**Hispanic, adj.** related to Spanish-speaking people or their culture (115)

*Example:* California has a large Hispanic population.

## THE CORE LESSON 35 MIN

### Introduce "Sonia Sotomayor"

5 MIN

Review the inequalities faced by women in the early 1800s. Explain that despite the hard work of reformers, women did not achieve equality in the 1800s. Women finally won the right to vote in 1920, and they have since won other rights as well, such as rights to a college education, to own property, and to hold jobs outside the home. Explain that even with these gains, some women—especially women of color—still have to fight for equality.

In this chapter, students will read about the story of one contemporary woman, living today, who has achieved great success in her career. Direct students' attention to the Big Question: In your opinion, what things have contributed to Sonia Sotomayor's great success? Tell students, when reading this chapter, to look for details about Sonia Sotomayor's life.

## Guided Reading Supports for "Sonia Sotomayor"

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.

### "Sonia Sotomayor," Pages 112–115


**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first four paragraphs of the section "Sonia Sotomayor" on pages 112–113.**

**SUPPORT**—Point out to students that the popular TV show *Perry Mason* was on TV in America for many years during the 1950s and 1960s. Reruns of the show still air on some channels.

**CORE VOCABULARY**—Stop to explain the meaning of Core Vocabulary term *Supreme Court* when it is encountered.

**Note:** Students in Core Knowledge schools may recall the Supreme Court from the unit *The United States Constitution*.

 **SUPPORT**—Draw students' attention to the image on page 113. Invite a volunteer to read aloud the caption. Make sure students are able to identify Sonia Sotomayor in the photo. Explain that, under the Constitution, one of the president's powers is appointing justices to the Supreme Court. The Constitution also says that Congress must approve the appointment.

**CORE VOCABULARY**—Have students read independently the next five paragraphs of the section on pages 113–114. Encourage students to refer to the vocabulary box on page 114 to help them understand the Core Vocabulary terms *scholarship* and *prosecutor*.

**Invite volunteers to read aloud the remainder of the section.**

**CORE VOCABULARY**—Pause to explain the term *Hispanic* as it is encountered in the text.

**SUPPORT**—While Sotomayor is Hispanic, she also identifies as Latina, because of her Puerto Rican heritage. *Latina*, or the masculine *Latino*, means a person of Latin American descent.

**SUPPORT**—Point out the terms *federal judge* and *federal court* in the second full paragraph on page 115. Explain that the Supreme Court is the highest court in the land, but there are other courts as well. Federal courts

**Sonia Sotomayor**

In the fall of 1964, a ten-year-old girl named Sonia Sotomayor sat on the floor in her mother's New York City apartment to watch an episode of *Perry Mason*. Sotomayor loved this TV show. She loved to watch Perry Mason solve cases.

Mason was a lawyer who defended people charged with having committed a crime. He investigated each case like a detective. Eventually, he found a way to show that his client could not possibly have committed the crime. In many cases, he would also find the person who actually did commit the crime.

Sotomayor was fascinated by Perry Mason, but she was also fascinated by another character on the show—the judge. Sotomayor noticed that whenever Perry Mason wanted to do something in the courtroom, he had to ask the judge's permission. That seemed to mean that the judge was even more powerful and important than Perry Mason. Sonia Sotomayor felt that she might like to be a lawyer when she grew up—or possibly even a judge.

In the fall of 2009, Sotomayor sat on a swiveling leather chair in no lawyers argue a case before a court. They were real-life, not TV lawyers. They were real-life.

**Page 112**

**The Big Question**  
In your opinion, what things have contributed to Sonia Sotomayor's great success?

lawyers. And the court was not just any court. It was the Supreme Court of the United States, the highest court in the country. Nine judges, called justices, filed in and took their seats in nine swiveling leather chairs. These nine justices would decide who would win the case. Sonia Sotomayor was one of them.

Sotomayor had come a long way since that day in 1964 when she sat down to watch *Perry Mason*. When she was young, she spoke only a little English. Her parents were both immigrants who had moved to New York City from Puerto Rico. Puerto Rico is an island in the Caribbean where Spanish is spoken. Sotomayor's parents spoke Spanish at home, so Spanish was the language their daughter knew best.

Sonia Sotomayor's father had attended school in Puerto Rico but dropped out after third grade. Her mother stayed in school longer and became a nurse. Mrs. Sotomayor believed that the United States was a land of opportunity. She wanted her daughter to succeed. She had a expensive set of encyclopedias called

**Page 113**

**Vocabulary**  
Supreme Court, n. the highest court in the land



Sonia Sotomayor sits on the floor in her mother's New York City apartment to watch an episode of *Perry Mason*.

Sonia Sotomayor used those encyclopedias to learn more about lawyers and laws and courts and judges. She also learned many other things. She improved her English and worked hard in school. She won a full scholarship to attend Princeton University. This meant that her parents did not have to pay for her to go to college.


At first Sotomayor found college difficult. But she worked hard and became one of the best students at Princeton. After graduating from Princeton, Sotomayor went to Yale Law School, one of the top law schools in the country. Again she was awarded a scholarship.

After finishing law school, Sotomayor worked as prosecutor for several years. Then, she worked for a private law firm for several more years. During this time, she built a reputation as a smart, hardworking lawyer.

In 1991, Sotomayor was nominated by the president to be a federal district judge. Many people were excited when she was selected. This was exciting because they respected her abilities would be an excellent judge. But they

**Page 114**

**Vocabulary**  
scholarship, n. money given to a student to help pay for a school or college  
prosecutor, n. a lawyer who represents the government in criminal trials



Sonia Sotomayor is the daughter of Puerto Rican immigrants. People from Puerto Rico enjoy celebrating their heritage.

were also excited because she was a member of the Puerto Rican immigrant community. This community had been growing rapidly and was ready to have a voice in the government of the country. In 1920, there were only about fifty thousand Puerto Ricans in the United States. By 1990, there were almost three million. During those sixty years, millions of people came to the United States from other Spanish-speaking countries, such as Mexico, El Salvador, and the Dominican Republic. People who speak Spanish as a first or native language are known as Hispanic.

When Sotomayor took her first job as a judge, she became the first Hispanic federal judge in New York State. She was also the first Puerto Rican woman to serve as a judge in a U.S. federal court. But she was not done yet.

In 1997, Sotomayor was selected for an even more important position, as a judge on the U.S. Court of Appeals for the Second Circuit. In 2009, she was appointed to be a justice of the U.S. Supreme Court, the highest court in the United States.

Sonia Sotomayor has been serving as a Supreme Court justice ever since. If you ever go to Washington, D.C., you can see her in action. It is free to visit the Supreme Court when it is hearing a case, but you have to get in line very early.

**Vocabulary**  
Hispanic, adj.  
related to Spanish-speaking people or their culture

Page 115

are courts in the same system as the Supreme Court. There are two levels of federal courts under the Supreme Court and many different federal courts within these two levels in regions across the country. Federal judges serve in all these courts. They, like Supreme Court justices, are appointed by the president and approved by Congress.

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

**LITERAL**—How did Sonia Sotomayor become interested in the law?

» She watched a television show called *Perry Mason*.



**LITERAL**—How many justices sit on the Supreme Court?

» nine

**LITERAL**—Why did Sotomayor know Spanish better than any other language?

» It was the language spoken in her home, because her parents were from Puerto Rico.

**LITERAL**—What jobs did Sotomayor have before becoming a Supreme Court justice?

» She worked as a prosecutor, as a private lawyer, as a federal district judge, and as a judge in the Court of Appeals.

**EVALUATIVE**—What was special about Sotomayor becoming a federal judge?

» She was the first Hispanic federal judge in New York and the first Puerto Rican woman to serve as a federal judge.



**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “In your opinion, what things have contributed to Sonia Sotomayor’s great success?”
  - » Key points students should cite include: Sonia Sotomayor’s parents believed the United States was the land of opportunity if you worked hard; her ability to work hard at her schooling and at her jobs helped her succeed.
- Choose one of the Core Vocabulary words (*Supreme Court*, *scholarship*, *prosecutor*, or *Hispanic*), and write a sentence using the word.

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



# Teacher Resources

**Unit Assessment: *American Reformers*** 159

**Performance Task: *American Reformers*** 163

- Performance Task Scoring Rubric 165
- Performance Task Activity: *American Reformers* 166
- *American Reformers* Performance Task Notes Table 167

## Activity Pages

- Domain Vocabulary: Chapters 1–3 (AP 3.1) 168
- Equal Rights or Not? (AP 5.1) 169
- Domain Vocabulary: Chapters 4–6 (AP 6.1) 170
- People Who Made a Difference (AP 6.2) 171

**Answer Key: *American Reformers*** 172

The following nonfiction excerpts (Primary Source Document) can be found and downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Nonfiction Excerpts

- Frederick Douglass: Excerpt from *Narrative of the Life of Frederick Douglass* (NFE 1)
- Sojourner Truth: “Ain’t I a Woman?” (NFE 2)



**Unit Assessment: *American Reformers***

---

**A. Circle the letter of the best answer.**

1. What did the reformers of the 1830s and 1840s hope to win?
  - a) better lives for Americans
  - b) a presidential election
  - c) more land for the United States
  - d) freedom of religion
2. Which behavior did the temperance movement focus on?
  - a) gambling
  - b) shopping
  - c) drinking
  - d) cursing
3. Who marched in the Cold Water Army?
  - a) abolitionists
  - b) soldiers
  - c) former slaves
  - d) children
4. In American jails, reformer Dorothea Dix was surprised to find
  - a) women prisoners.
  - b) criminals.
  - c) people with mental illnesses.
  - d) children.
5. Which statement expressed most people's feelings about those with mental health problems during the early 1800s?
  - a) "Get them out of sight."
  - b) "They deserve kind treatment."
  - c) "They can be made well."
  - d) "They need their own special hospitals."
6. Which person is most likely to need an advocate, someone to speak for him or her?
  - a) a well-paid worker
  - b) a person with a mental illness
  - c) the owner of a farm
  - d) the father of a large family

7. In order to obtain reforms for people with these illnesses, Dorothea Dix had to get the attention of
- a) people with mental illnesses.
  - b) lawmakers.
  - c) the people in charge of jails.
  - d) hospital workers.
8. What did Dorothea Dix want for people with mental health problems?
- a) separate jails
  - b) better almshouses
  - c) special hospitals
  - d) freedom
9. Which was a problem in free public schools during the early 1800s?
- a) short school "year"
  - b) poorly trained teachers
  - c) run-down and unheated school buildings
  - d) all of the above
10. Which reformer led the movement to provide free public school education for all?
- a) Horace Mann
  - b) Thomas Jefferson
  - c) Frederick Douglass
  - d) Lucretia Mott
11. Why did business people support free public education?
- a) to get well-trained workers
  - b) to attend school themselves
  - c) to have smart customers
  - d) to pay taxes
12. Which state became the model for school reform?
- a) Delaware
  - b) Georgia
  - c) New York
  - d) Massachusetts
13. Which reform movement of the early 1800s tried to persuade people to drink little or no alcohol?
- a) temperance
  - b) women's rights
  - c) abolitionism
  - d) mental health care

- 14.** In the 1800s, most enslaved workers lived in
- a)** large cities
  - b)** Northern states
  - c)** Southern states
  - d)** small towns
- 15.** An important abolitionist was
- a)** George Washington.
  - b)** Horace Mann.
  - c)** William Lloyd Garrison.
  - d)** Dorothea Dix.
- 16.** Which two reformers were once enslaved workers?
- a)** Dorothea Dix and Elizabeth Cady Stanton
  - b)** Angelina and Sarah Grimké
  - c)** Lucretia and James Mott
  - d)** Sojourner Truth and Frederick Douglass
- 17.** What famous document was used as a model by people who worked for women's rights?
- a)** the Declaration of Independence
  - b)** the Bill of Rights
  - c)** the Magna Carta
  - d)** the Emancipation Proclamation
- 18.** Lucretia Mott first tried to convince Elizabeth Cady Stanton to go slowly in her fight to win women's right to
- a)** attend college.
  - b)** own property.
  - c)** vote.
  - d)** hold meetings.
- 19.** Where were women welcome to listen and learn but not to speak?
- a)** at temperance and abolitionist meetings
  - b)** on plantations
  - c)** in schools
  - d)** in almshouses
- 20.** In the 1800s, reformers worked to improve the lives of Americans because they believed that in America a better life was
- a)** hard.
  - b)** possible.
  - c)** impossible.
  - d)** guaranteed.

**B. Match the following vocabulary words with their definitions. Write the correct letter on the line.**

**Terms**

\_\_\_\_\_ 21. temperance

\_\_\_\_\_ 22. abolish

\_\_\_\_\_ 23. asylum

\_\_\_\_\_ 24. convention

\_\_\_\_\_ 25. tutor

\_\_\_\_\_ 26. state legislature

\_\_\_\_\_ 27. pledge

\_\_\_\_\_ 28. equal rights

\_\_\_\_\_ 29. conscience

\_\_\_\_\_ 30. golden rule

**Definitions**

**a)** a hospital for people with mental illnesses

**b)** to end, to stop something completely

**c)** a sense or belief a person has that a certain action is right or wrong

**d)** the freedoms and legal protections guaranteed to all citizens

**e)** a formal gathering of people for a purpose

**f)** a teacher who teaches only one student, usually in the student's home

**g)** the practice of drinking little or no alcohol

**h)** a rule or belief in many religions that encourages people to treat others as you want to be treated

**i)** a promise

**j)** the part of state government responsible for making laws for the state

## Performance Task: *American Reformers*

**Teacher Directions:** The early 1800s in America was a time of many reforms, as people came to believe that in a democracy, changing or improving life for people was possible. Have students select one reform movement from this unit and create a poster that reflects that movement's message. It can be a drawing, a collage, all words, or a combination of words and images. You may wish to provide poster board or butcher paper that students can use to complete their posters. Encourage students to use the Student Reader to take notes and organize their thoughts about which reform movement they choose to create a poster for.

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. Individual students are not expected to provide a comparable finished table. Their goal is to provide one example of a reform movement, with sufficient detail to summarize that movement, to use as the basis of their poster.

<b>Reform Movement</b>	<b>Details About the Movement</b>
<b>Temperance movement</b>	To convince people to drink little or no alcohol Has parades (marches) and includes children in the parades Various individuals smash kegs of alcohol
<b>Better care for people with mental illnesses</b>	To convince people, especially state legislators, to build state hospitals to care for the people with mental illnesses Dorothea Dix started movement. Visited almshouses and jails and documented the terrible conditions in which people with mental health problems lived. Reported these conditions in speeches to various state legislatures. Convinced some states to build hospitals especially for people with mental illnesses.
<b>Public education</b>	Horace Mann worked to make public education available to all children. He gave public speeches, convincing people their children would have more opportunities in life with education. Soon, working people who wanted better lives for their children and business leaders who wanted educated workers, were supportive of education reform. Horace Mann also worked to set up teacher-training schools for those who wanted to teach in the public schools.
<b>Abolitionism</b>	Abolitionism was a crusade to end slavery in the United States. Abolitionists gave speeches against slavery and published articles. Leaders of the abolitionist movement included William Lloyd Garrison, publisher of the abolitionist newspaper <i>The Liberator</i> , and Frederick Douglass, a former enslaved worker, who gave public speeches about his life as an enslaved worker.

## **Women's rights and equality**

Women such as Angelina and Sarah Grimké, two Southern women who advocated against slavery, shocked people by giving public speeches, because women were not supposed to speak publicly. This increased the advocacy of women's rights and equality.

Women also were not invited to speak at the World Anti-Slavery Convention in England.

Elizabeth Cady Stanton and Lucretia Mott organized a women's rights convention in 1848 in Seneca Falls, New York.

Stanton read her Declaration of Sentiments, which stated that "all men and women are created equal" and listed fifteen ways that women were treated unequally.

Many meetings on women's rights sprang up throughout the country. A frequent speaker was Sojourner Truth, a former enslaved worker, who made the famous "Ain't I a Woman?" speech.

# Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their posters using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their posters.

<b>Above Average</b>	Visual poster is accurate, detailed, and neatly presented. Text and/or illustrations represent five facts, are engaging, and demonstrate strong understanding of the content discussed in the unit.
<b>Average</b>	Visual poster is neatly presented, mostly accurate, and somewhat detailed. Text and/or illustrations represent four facts and demonstrate a solid understanding of the content discussed in the unit. A few minor errors may be present.
<b>Adequate</b>	Visual poster is mostly accurate but lacks detail. Text and/or illustrations represent three facts and demonstrate some understanding of the content discussed in the unit. Some errors may be present.
<b>Inadequate</b>	Visual poster is incomplete or demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate knowledge of historical events of the American reform movements in the early 1800s. Major errors may be present.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Performance Task Activity: *American Reformers***

---

Which American reform movement do you most identify with? Create a visual poster that shows the beliefs and people of one of the movements discussed in this unit. Your poster can be a drawing or a collage. It can be all images, all words, or a combination of images and words. The goal is to create a poster for one of the reform movements and provide three to five details that show what the reform movement was all about.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *American Reformers*.



Name \_\_\_\_\_

Date \_\_\_\_\_

### ***American Reformers* Performance Task Notes Table**

Use the table below to help organize your ideas as you refer to the unit, *American Reformers*. You should try to have three to five facts for your reform movement that could be used to create your poster.

<b>Reform Movements</b>	<b>Details About the Reform Movement</b>
<b>Temperance movement</b>	To convince people to drink little or no alcohol
<b>Better care for people with mental illnesses</b>	
<b>Public education for all</b>	
<b>Abolitionism</b>	
<b>Women's rights and equality</b>	

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- |                            |  |
|----------------------------|--|
| _____ 1. state legislature | <b>a)</b> a promise  |
| _____ 2. tutor             | <b>b)</b> busy, doing something  |
| _____ 3. pledge            | <b>c)</b> a person who supports and defends another person or group of people    |
| _____ 4. temperance        | <b>d)</b> a hospital for people with mental illnesses                            |
| _____ 5. active            | <b>e)</b> the practice of drinking little or no alcohol                          |
| _____ 6. desolate          | <b>f)</b> alone and hopeless   |
| _____ 7. advocate          | <b>g)</b> the part of state government responsible for making laws for the state |
| _____ 8. asylum            | <b>h)</b> a teacher who teaches only one student, usually in the student's home  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1

Use with Chapter 5

Equal Rights or Not?

	<b>MEN</b>	<b>WOMEN</b>
<b>Education</b>		
<b>Jobs</b>		
<b>Wages (Pay)</b>		
<b>Property</b>		
<b>Children</b>		
<b>Voting</b>		
<b>Holding office</b>		

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 6.1

Use with Chapter 6

Domain Vocabulary: Chapters 4–6

Use the terms in the word bank to complete each sentence.

abolish	heroine	reap	conscience	husk	sentiment
convention	office	unalienable rights	equal rights	minister	

1. Members of the antislavery movement wanted to \_\_\_\_\_ slavery.
2. Thomas Jefferson wrote about the \_\_\_\_\_ of life, liberty, and the pursuit of happiness.
3. Supporters of women's rights attended a \_\_\_\_\_ in Seneca Falls, New York.
4. At first abolitionists called on slave owners to follow their \_\_\_\_\_ and free their enslaved workers.
5. Many people laughed at Elizabeth Cady Stanton's \_\_\_\_\_ that women deserved to vote.
6. Doctor Elizabeth Blackwell was a \_\_\_\_\_ of the women's rights movement.
7. Women were not allowed to hold \_\_\_\_\_ in many reform movements.
8. Leaders, such as Elizabeth Cady Stanton and Susan B. Anthony, called for women to be given \_\_\_\_\_.
9. At Sunday services, the \_\_\_\_\_ preached about following the golden rule.
10. Enslaved workers, such as Sojourner Truth, worked to \_\_\_\_\_ and \_\_\_\_\_ the crops on plantations.

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 6.2

Use with Chapter 6

People Who Made a Difference

Use the terms in the word box to complete each sentence.

abolitionist	Amelia Bloomer	Dorothea Dix	Frederick Douglass	Horace Mann
Lucretia Mott	reformer	Seneca Falls	Sojourner Truth	Elizabeth Cady Stanton

1. Someone who worked to end slavery was a(n) \_\_\_\_\_.
2. A person who worked for reform was a(an) \_\_\_\_\_.
3. \_\_\_\_\_ was a crusader for people with mental illnesses.
4. Former slave \_\_\_\_\_ became an abolitionist and wrote a book about life as an enslaved worker.
5. An advocate of public education, \_\_\_\_\_ was from Massachusetts.
6. \_\_\_\_\_ and \_\_\_\_\_ organized the first women's rights convention at \_\_\_\_\_.
7. Women's rights activist \_\_\_\_\_ became famous for advocating that women wear a certain type of pants.
8. A women's rights activist, \_\_\_\_\_ is known for the speech "Ain't I a Woman?"

## Answer Key: American Reformers

### Unit Assessment (pages 159–162)

- A. 1. a 2. c 3. d 4. c 5. a 6. b 7. b 8. c 9. d 10. a  
11. a 12. d 13. a 14. c 15. c 16. d 17. a 18. c  
19. a 20. b
- B. 21. g 22. b 23. a 24. e 25. f 26. j 27. i 28. d  
29. c 30. h

### Activity Pages

#### Domain Vocabulary: Chapters 1–3 (AP 3.1) (page 168)

1. g 2. h 3. a 4. e 5. b 6. f 7. c 8. d

#### Equal Rights or Not? (page 169)

	MEN	WOMEN
Education	could attend high school and college	usually not allowed to attend high school or college
Jobs	could become doctors or lawyers; could work at almost any job	usually not allowed to work outside the home
Wages (Pay)	were paid fairly	were usually paid less than men
Property	could own property	could not own property once married
Children	if divorced, given custody of children	raised children but lost custody if divorced
Voting	could vote	not allowed to vote
Holding office	could hold office	not allowed to hold office

### Domain Vocabulary: Chapters 4–6 (AP 6.1) (page 170)

1. abolish 2. unalienable rights 3. convention  
4. conscience 5. sentiment 6. heroine 7. office  
8. equal rights 9. minister 10. reap and husk

### People Who Made a Difference (AP 6.2) (page 171)

1. abolitionist 2. reformer 3. Dorothea Dix  
4. Frederick Douglass 5. Horace Mann  
6. Lucretia Mott and Elizabeth Cady Stanton, or  
Elizabeth Cady Stanton and Lucretia Mott,  
Seneca Falls  
7. Amelia Bloomer 8. Sojourner Truth



**CKHG™**  
Core Knowledge **HISTORY AND GEOGRAPHY™**

**Series Editor-In-Chief**

E.D. Hirsch, Jr.

**Editorial Directors**

Linda Bevilacqua and Rosie McCormick

## Early Presidents

## Subject Matter Experts

J. Chris Arndt, PhD, Department of History, James Madison University

Tony Williams, Senior Teaching Fellow, Bill of Rights Institute

## Illustration and Photo Credits

Cover Images: Thomas Jefferson (1743–1826) c.1797 (pastel on paper), Sharples, James (c.1751–1811) / Bristol Museum and Art Gallery, UK / Bridgeman Images; Portrait of George Washington, 1796 (oil on canvas), Stuart, Gilbert (1755–1828) / Brooklyn Museum of Art, New York, USA / Bridgeman Images

Abigail Smith Adams (Mrs. John Adams), 1800–15 (oil on canvas), Stuart, Gilbert (1755–1828) / Gift of Mrs. Robert Homans / National Gallery of Art, Washington DC, USA : 50

Alexander Hamilton, c.1804 (oil on canvas), Trumbull, John (1756–1843) / Collection of the New-York Historical Society, USA / Bridgeman Images: 11f, 35

Cherokee Indians are forced from their homelands during the 1830s, 1993 (colour litho), Tauss, Herbert (1929–2001) / National Geographic Creative / Bridgeman Images: 12k, 76

Commodore Perry at the Battle of Lake Erie (oil on canvas), Birch, Thomas (1779–1851) / Private Collection / Bridgeman Images: 64

Destruction of the French Fleet in Basque Roads, April 12th 1809, from 'The Naval Achievements of Great Britain' by James Jenkins, engraved by Thomas Sutherland (b.c.1785) published 1817 (hand-coloured aquatint), Whitcombe, Thomas (c.1752–1824) (after) / Private Collection / The Stapleton Collection / Bridgeman Images: 62

Erika Baird: 55

Everett Collection/SuperStock: 12g, 65

First Cabinet, cigar box label, 1910s (colour litho), American School, (20th century) / Private Collection / DaTo Images / Bridgeman Images: 11h, 29

George Washington being sworn in as the first President of America in New York (gouache on paper), English School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 11d, 23

George Washington being sworn in as the first President of America in New York (gouache on paper), Jackson, Peter (1922–2003) / Private Collection / © Look and Learn / Bridgeman Images: 48

Gift of Thomas Jefferson Coolidge IV in memory of his great-grandfather, Thomas Jefferson Coolidge, his grandfather, Thomas Jefferson Coolidge II, and his father, Thomas Jefferson Coolidge III / National Gallery of Art: 12a

Home of George Washington, Mount Vernon, Virginia (colour litho), American School, (20th century) / Private Collection / © Look and Learn / Bridgeman Images: 22

Jackson Forever, Presidential Campaign Poster (litho), American School, (19th century) / Collection of the New-York Historical Society, USA / Bridgeman Images: 12j, 75

James Madison (1751–1836) 4th President of the United States, serving from 1809 to 1817 (Oil on canvas) 1816, Vanderlyn, John (1775–1852) / Pictures from History / Bridgeman Images: 12f, 63

James Monroe, c.1817 (oil on wood), Stuart, Gilbert (1755–1828) / Ailsa Mellon Bruce Fund / National Gallery of Art, Washington DC, USA: 12h, 69

Members of George Washington's First Government Cabinet, February 1789, by Alonzo Chappel, Engraving, 1879 / J. T. Vintage / Bridgeman Images: 35

Monticello, First Version (Elevation), probably before March 1771 (brown ink on laid paper), Jefferson, Thomas (1743–1826) / Massachusetts Historical Society, Boston, MA, USA / Bridgeman Images: 94

Monticello, the home of Thomas Jefferson (w/c on paper), Jefferson, Thomas (1743–1826) / Musee Franco-Americaine, Blérancourt, Chauny, France / Roger-Viollet, Paris / Bridgeman Images: 54

Our Flag was still there, War of 1812; The Defense of Fort McHenry. September 13–14, 1814, 2012 (oil on canvas) © by DonTroiani (b.1949) / Private Collection / Bridgeman Images: 65

Portrait of George Washington, 1796 (oil on canvas), Stuart, Gilbert (1755–1828) / Brooklyn Museum of Art, New York, USA / Bridgeman Images: 29

Portrait of John Quincy Adams (Braintree, 1767–Washington, 1848), American politician, sixth President of United States of America, from 1825 to 1829, Painting by Healy, 1846 / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 12i, 71

Portrait of Napoleon I (1769–1821) 1812 (oil on canvas), Steuben, Charles Auguste (1788–1856) / Musee National de la Legion d'Honneur, Paris, France / Bridgeman Images: 56

Seminole Indians battle the American soldiers in the swamps, McBride, Angus (1931–2007) / Private Collection / © Look and Learn / Bridgeman Images: 70

Stock Montage/SuperStock: 74

SuperStock: 11b, 11e, 30

Surrender of Cornwallis at Yorktown, 19 October 1781 (colour litho), Trumbull, John (1756–1843) (after) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 11c

The Battle of New Orleans, 1910 / Universal History Archive/UiG / Bridgeman Images: 75

The Mississippi in the Time of Peace, pub. by Currier and Ives, New York, 1865 (colour litho) (see 87963), Palmer, Frances Flora Bond (Fanny) (c.1812–76) (after) / Museum of the City of New York, USA / Bridgeman Images: 56

The Signing of the Constitution of the United States in 1787, 1940 (oil on canvas), Christy, Howard Chandler (1873–1952) / Hall of Representatives, Washington D.C., USA / Bridgeman Images: 23

The Taking of the Bastille, 14 July 1789 (oil on canvas), French School, (18th century) / Chateau de Versailles, France / Bridgeman Images: 42

Thomas Jefferson (1743–1826) c.1797 (pastel on paper), Sharples, James (c.1751–1811) / Bristol Museum and Art Gallery, UK / Bridgeman Images: 11g, 35

Thomas Jefferson writing, 2007 (w/c on paper), Wood, Rob (b.1946) / Private Collection / Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: 12e, 54

Thomas Jefferson, John Adams (chromolitho), American School, (19th century) / Private Collection / © Look and Learn / Bridgeman Images: 12b, 41

View of Washington, pub. by E. Sachse & Co., 1852 (colour litho), Sachse, Edward (1804–73) / Private Collection / Bridgeman Images: 12c, 49

Whiskey rebels escorting a tarred and feathered tax collector from his burning homestead (colour litho), American School, (18th century) (after) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 11i, 37

White House in Washington, May 1821, by Jefferson Vail, watercolor, 22.2 cm x 26.8 cm, Detail, United States, 19th century / De Agostini Picture Library / M. Seemuller / Bridgeman Images: 12d, 49

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: [coreknow@coreknowledge.org](mailto:coreknow@coreknowledge.org)



## American Reformers

### Subject Matter Experts

Matthew M. Davis, PhD, University of Virginia

Tony Williams, Senior Teaching Fellow, Bill of Rights Institute

### Illustration and Photo Credits

Cover Images: Dorothea Lynde Dix / Encyclopaedia Britannica/UiG / Bridgeman Images; Frederick Douglass (photogravure), Brady, Mathew (1823–96) / Private Collection / The Stapleton Collection / Bridgeman Images

A reprint of “The Call” in a pamphlet / Universal History Archive/UiG / Bridgeman Images: 114h, 147

Children doing calisthenics while sitting at their desks / Universal History Archive/UiG / Bridgeman Images: 134

Dennis MacDonald/age fotostock/SuperStock: 114e, 132

Dorothea Lynde Dix / Encyclopaedia Britannica/UiG / Bridgeman Images: 114f, 128

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: 137–138

Elizabeth Cady Stanton at the Seneca Falls convention, 2004 (w/c on paper), Frey, Matthew (b.1974) / Private Collection / Wood Ronsaville Harlin, Inc. USA / Bridgeman Images: 148

Everett Collection/SuperStock: 153, 154

Frederick Douglass (photogravure), Brady, Mathew (1823–96) / Private Collection / The Stapleton Collection / Bridgeman Images: 114g, 139

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: 138

Portrait of Angelina Grimke (1805–79) (engraving), American School, (19th century) / Schlesinger Library, Radcliffe Institute, Harvard University / Bridgeman Images: 114c, 143

Portrait of Sojourner Truth in 1864, 1864 (albumen print), American Photographer, (19th century) / Photo © Graphica Artis / Bridgeman Images: 148

President Barack Obama talks with Justice Sonia Sotomayor prior to her investiture ceremony at the Supreme Court September 8, 2009. Official White House Photo by Pete Souza: 156

Sarah Moore Grimke (1792–1873) member of Quakers she fights for abolition of slavery / Photo © PVDE / Bridgeman Images: 103, 114d, 143

Tetra Images/SuperStock: 114a

The Anti-Slavery Society Convention, 1840, 1841 (oil on canvas), Haydon, Benjamin Robert (1786–1846) / National Portrait Gallery, London, UK / De Agostini Picture Library / Bridgeman Images: 143

The Cold Water Army Pledge, 1842 (litho), American School, (19th century) / American Antiquarian Society, Worcester, Massachusetts, USA / Courtesy, American Antiquarian Society / Bridgeman Images: 124

The Fruits of Temperance, The Progress of Intemperance, and Woman’s Holy War, Currier, N. (1813–88) and Ives, J.M. (1824–95) / Private Collection / Bridgeman Images: 114b, 123

Universal Images Group/SuperStock: 156

William Lloyd Garrison / Encyclopaedia Britannica/UiG / Bridgeman Images: 138

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: [coreknow@coreknowledge.org](mailto:coreknow@coreknowledge.org)



# Core Knowledge Curriculum Series™

Series Editor-in-Chief

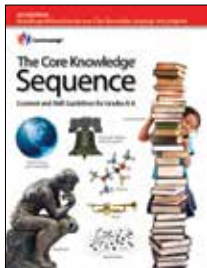
E. D. Hirsch, Jr.

## CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

### American Reformers

Core Knowledge History and Geography 4



#### What is the Core Knowledge Sequence?

The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.



#### For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers from the upper-elementary grades through middle school. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 4 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the  
**Core Knowledge HISTORY AND GEOGRAPHY** series,  
visit [www.coreknowledge.org](http://www.coreknowledge.org).

# CKHG™

## Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

### Core Knowledge HISTORY AND GEOGRAPHY™

titles at this level include

**Exploring Maps and World Mountains**

**Medieval Europe**

**Early Islamic Civilization and African Kingdoms**

**Dynasties of China**

**The American Revolution**

**The United States Constitution**

**Early Presidents and Social Reformers**

[www.coreknowledge.org](http://www.coreknowledge.org)

**Core Knowledge Curriculum Series™**  
**Series Editor-in-Chief**  
E. D. Hirsch, Jr.