

### Social Content Citations, Social Studies Grades 6–8

#	Grade	Standard(s) Cited from the Social Content Citation Review List	Citation	Response	Pages Affected/PDFs Attached
1	8	A.1. Male and Female Role – Adverse Reflection	<p>TG p. 379 states, “Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.”</p> <p>The word “unusual” is patronizing and negative to women’s rights and right to separate property. More careful scholarly research, would prove this statement to be discriminatory and false. According to The Gilder Lehrman Institute of American History, article titled “The Legal Status of Women, 1776-1830” by Marylynn Salmon, “In every state, the legal status of free women depended upon marital status. Unmarried women, including widows, were called “femes soles,” or “women alone.” They had the legal right to live where they pleased and support themselves in any occupation that did not require a license or college degree restricted to males. Single women could enter into contracts, buy and sell real estate.” Furthermore, according to the Library of Congress - American Women - Law Library of Congress - Married Women’s Property Laws states that certain state constitutions such as New York (1848) and California (1849), maintained that real and personal property of a woman prior to marriage shall continue to be her sole and separate property.</p> <p>Additionally, in an effort from the publisher to meet criteria for certain demographic groups, the publisher does not give equal treatment to different demographic groups of women, particularly Native American women vs. white women. Page 18 of the 8th grade Student</p>	<p><b>Change</b> “Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.” <b>to</b> “Many single women moved West, lured by the Homestead Act’s promise of land. Estimates suggest that some 12 percent of homesteaders in the western plains were single women.”</p>	SE page: 379

			Edition states, "In many North American groups, women owned property in their own right and hold considerable power. For example, Iroquois clan mothers appointed the chief." If certain tribes of Native American women are praised as being independent property owners, then why can't white women be praised positively? Instead of writing the word "unusual" write something to the effect of "political and economic advancement for women's rights"		
2	8	C. 2	<p>The descriptions and depictions in the Grade 8 SE/TE do not specifically refer to the sexual orientation of historical actors of the LGBTQ community, whose orientation has been established through current historical research (and cited as satisfactory criterion for evaluation criteria 1.14), including but not limited to:</p> <p>Grade 8, SE/TE 677: Jane Addams  Grade 8, SE/TE 515: Emily Dickenson  Grade 8, SE/TE 553-554; 560-564: James Buchanan  Grade 8, SE/TE 513-514: Ralph Waldo Emerson  Grade 8, SE/TE 515: Nathaniel Hawthorne  Grade 8, SE/TE 515: Walt Whitman  Grade 8, SE/TE 387 CC12-2: Charley Parkhurst</p> <p>The absence of specific labels regarding sexual orientation creates an adverse reflection because the identity of these individuals is not honored and demeans their contributions to history. The depictions of these individuals do not specifically refer to achievements in art, science, or other fields as LGBTQ contributors.</p>	<p>HMH acknowledges that the achievements of people who experience or express sexual desire for their own sex as well as of those who do not conform to conventional gender norms are central to both United States history and culture. However, HMH feels that the terms <i>lesbian</i>, <i>gay</i>, <i>bisexual</i>, <i>transgender</i>, and <i>queer</i> are contemporary terms that may not map well on past lives and experiences. For this reason, HMH suggests adding biographical materials to the TG wrap in "More About . . ." features as follows:</p> <p>TG 387 CC12-2  Add:  <b>Charley Parkhurst</b> Use the information about Charley Parkhurst as an opportunity to discuss gender roles and expectations in the 1800s. Before initiating the discussion, consider that you may have students in your class who are gender nonconforming or transgender or students whose parents are. Be sensitive to this so that you can avoid situations that may make students uncomfortable. Mention to students that if Charley Parkhurst were alive today, he</p>	<p>TG pages:  387 CC12-2  513  514  515b  553  676  701</p>

				<p>might self-identify as transgender. Remind students that gender norms and expectations limited people's personal freedoms and economic opportunities in the 1800s. The following questions can serve as discussion starters: How did men and women dress in the 1800s? What opportunities were open for men and women living in the West? Why might Charley Parkhurst have decided to dress and live as a man? How did his life change as a result of his decision?</p> <p>TG 513</p> <p>Add:</p> <p><b>Ralph Waldo Emerson</b> "Insist on yourself; never imitate." Poet, essayist, and lecturer Ralph Waldo Emerson wrote these words in his influential 1841 essay "Self-Reliance." The essay contains the clearest statement of one of Emerson's core beliefs—people should be true to their own instincts and ideas rather than conform to the expectations of others. In recent years, some scholars have studied Emerson's journals to see how his personal experiences shaped his radical thoughts. The journals reveal that Emerson was himself a nonconformist from an early age. For example, some evidence suggests that Emerson might self-identify as bisexual if he were alive today. In journal entries dating to his college years at Harvard, Emerson wrote about his "strange attraction" to a handsome fellow student, Martin Gay. After college, Emerson had two heterosexual marriages and had four children. Still, Emerson's emotional honesty and willingness to explore his feelings for another man may be read as</p>	
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				<p>an early expression of his beliefs about nonconformity and his motto, “Trust thyself.”</p> <p>To engage students in a discussion about the impact of social norms on individual experiences, share this biographical information with the class. Then, use the following questions to prompt discussion: <i>What themes in Emerson’s work were evident in his personal experiences? (a desire to live an independent life free of limits imposed by society) Why is Emerson’s motto “Trust thyself” still relevant today?</i></p> <p>TG 514</p> <p>Rewrite the More About feature on Emily Dickinson:</p> <p><b>Emily Dickinson</b> Though poet Emily Dickinson rarely ventured beyond her family’s home in Amherst, Massachusetts, her restless mind and creativity knew no bounds. Dickinson wrote about life’s great mysteries—love, death, nature, and immortality—with startling originality. In all, she wrote some 1,800 poems, but she published fewer than a dozen in her lifetime. At about age 30, Dickinson became increasingly reclusive. Still, she frequently shared her work in letters to trusted friends and family. For 36 years, she kept an avid correspondence with her friend and sister-in-law Susan Gilbert Dickinson, writing over 300 letters. The especially intimate and passionate nature of these letters has led some to speculate that they are love letters and that Dickinson might identify as a lesbian if she were alive today. Though we will likely never know the precise nature of their relationship, it is</p>	
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				<p>clear that Dickinson's dear friend inspired some of the poet's most heartfelt writing. To engage students in a discussion about how social norms and gender expectations have affected people in history, share this biographical information with the class. Then, use the following questions to prompt discussion: <i>Why did Dickinson publish so few poems during her lifetime? How might social norms have influenced Dickinson's opportunities and choices?</i></p> <p>TG 514</p> <p>Add:</p> <p><b>Walt Whitman</b> Today, Walt Whitman is widely regarded as one of America's finest poets. Whitman was born on a Long Island farm and raised in New York City. Though he received little formal education, he became a printer, schoolteacher, reporter, and editor. In 1855 he self-published a slim book of 12 poems celebrating American life called <i>Leaves of Grass</i>. The revolutionary form of the poems, which were written in a style called free verse, shocked many people. Others were offended by the book's content. Whitman's poems were overtly homoerotic and sexual. Though Whitman never publicly addressed his sexuality, his poetry, letters, and journals suggest that Whitman would identify as gay if he were alive today. Whitman shared a decades-long romantic friendship with bus conductor Peter Doyle. Though the two never lived together, Doyle was Whitman's muse. The two were inseparable from the start. As Doyle described, they were the "biggest sort of friends." Over time, Whitman took Doyle's widowed mother and siblings as his own</p>	
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				<p>family. After Whitman moved to Camden, New Jersey, Doyle and Whitman wrote and visited each other often, until Whitman's death in 1892.</p> <p>To engage students in a discussion about how social norms and sexual orientation have affected people in history, share this biographical information with the class. Then, use the following questions to prompt discussion: <i>What shocked readers about Leaves of Grass? Would it have the same effect today? How might Whitman's life and work have been different if he were alive today?</i></p> <p>TG 515b Add:</p> <p><b>Nathaniel Hawthorne</b> American short-story writer and novelist Nathaniel Hawthorne was born in Salem, Massachusetts. Hawthorne was fascinated by the dark secrets of human nature. In his masterpieces <i>The Scarlet Letter</i> and <i>The House of the Seven Gables</i>, he explores such themes as sin, hypocrisy, and guilt. In 1842 he married Sophia Peabody, a transcendentalist and painter. In 1850 Hawthorne, his wife, and their three children moved to the mountains of western Massachusetts. There, Hawthorne struck up a close friendship and creative collaboration with fellow author Herman Melville. The two visited frequently and wrote often. Melville even dedicated his book <i>Moby Dick</i> to Hawthorne—"In Token of My Admiration for His Genius." Some scholars have speculated that the authors may have been, in today's terms, gay or bisexual. For example, in the novel <i>The Whale: A Love Story</i>, author Mark</p>	
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				<p>Beauregard draws on Melville's real letters to create a fictional account of a love affair between the two authors.</p> <p>TG 553  Rewrite the More About feature on James Buchanan:</p> <p><b>James Buchanan</b> Pennsylvania-born Democrat James Buchanan served from 1857 to 1861 as the 15th president of the United States. He is the only lifelong bachelor to hold the presidency. Many historians believe that Buchanan would identify as gay if he were alive today. At age 28, he became engaged to a wealthy young heiress named Ann Coleman. However, rumors swirled that Buchanan was unfaithful and only interested in the Coleman family fortune. The relationship ended poorly. In 1821 Buchanan became a U.S. representative, and in 1834 he became a U.S. senator. During his time in Congress, Buchanan formed a long-term, intimate friendship with William Rufus King, a senator from Alabama. For 15 years the two shared a room at a Washington, DC, boarding house. When King accepted a post as minister to France in 1844, Buchanan wrote of his sadness to a friend: "I am now solitary and alone, having no companion in the house with me. I have gone a wooing to several gentlemen, but have not succeeded with any one of them."</p> <p>TG 676  Add:</p> <p><b>Jane Addams</b> Mention to students that if Jane Addams were alive today, she might self-identify as a lesbian. Addams had a long-term, committed relationship with</p>	
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				<p>another woman, Mary Rozet Smith, a wealthy Chicago-born philanthropist who was a generous benefactor of Hull House. Though the precise nature of the relationship between Addams and Smith is unknown, the two were undeniably devoted to each other for more than 40 years. They vacationed together, co-owned a summer home in Maine, and considered adopting a child. When Addams traveled for business, she carried a portrait of Smith with her and the two wrote daily. Their letters reveal their affection and that they considered themselves married. Though Addams burned many of her letters from Smith, some survived. In one 1902 letter, Addams wrote to Smith, "You must know, dear, how I long for you all the time. . . . There is reason in the habit of married folk keeping together."</p> <p>To engage students in a discussion about how social norms about gender and sexuality have affected the historical record, share this biographical information with the class. Mention to students that Jane Addams asked that her personal letters be burned after her death. Then, use the following questions to prompt discussion: <i>Why do you think Addams burned many of her letters from Smith? How has this affected the historical record?</i></p> <p>TG 701</p> <p>Replace the More About feature on Carry Nation with:</p> <p><b>Boston Marriages</b> The term <i>Boston marriage</i> was used in the late 19th and early 20th centuries to describe committed, long-term, loving relationships between two women. Such relationships were usually</p>	
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				<p>monogamous and intimate, but not necessarily sexual. Unlike conventional heterosexual marriages of the time, Boston marriages allowed women to pursue careers and to retain considerable authority over their own financial affairs.</p> <p>To engage students in a discussion about how social norms regarding gender and sexual orientation change, share this information with the class. Then, use the following questions to prompt discussion: <i>What factors shape same-sex marriages today? How are Boston marriages similar to same-sex marriages today? How are they different?</i></p>	
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This family of African Americans moved to the West in order to build new lives after the Civil War.

Many single women moved West, lured by the Homestead Act's promise of land. Estimates suggest that some 12 percent of homesteaders in the western plains were single women.

**Settling the Plains** People from all over the country moved West. Many farming families moved from areas where farmland was becoming scarce or expensive, such as New England. ~~Many single women moved West. The Homestead Act granted land to unmarried women, which was unusual for the time.~~

In the late 1870s, large numbers of African Americans began to move West. Some fled the South because of violence and repression. The end of Reconstruction in 1877 led to harsh new segregation laws. Also, the withdrawal of federal troops left African Americans unprotected from attacks by such groups as the Ku Klux Klan. Benjamin "Pap" Singleton, a former slave from Tennessee, inspired others. Born in Nashville in 1809, Singleton fled slavery several times. Eventually he got to the North and settled in Detroit. There, he helped runaway slaves escape to Canada. After the Civil War, he returned to Tennessee. He wanted to help freed African Americans buy farmland. However, white landowners refused to sell. So he urged African Americans to leave the South and build their own communities in Kansas and elsewhere in the West.

By 1879 some 20,000 southern African Americans had moved to Kansas. Many others settled in Missouri, Indiana, and Illinois. These African American migrants were known as **Exodusters** because they had made a mass exodus, or departure, from the South.

The promise of free land also drew thousands of Europeans to the West. Scandinavians from Norway, Sweden, Denmark, and Finland came to the northern Great Plains in the 1870s. Many Irish who had helped to build the railroads decided to settle on the Plains. Russians also came to the Plains, bringing with them their experience of farming on the vast steppes, or grasslands, of their homeland. Germans and Czechs created many small farming communities on the Plains, especially in Texas.

## ACTIVITY

### California by Land or by Sea

Americans traveled from the East to California using one of three major routes. They could travel overland by wagon. They could travel by ship around the southern tip of South America. Or they could sail to Panama, trek through the jungle to the Pacific, and take another ship to California.

**1. Compare Routes** Research to find maps showing the routes and the travel times for each route. Download and print a map of North America. Trace the three routes on your map and mark the travel times.

**2. Read Historical Accounts** Search the Internet to read accounts of people who traveled to California using different routes during the Gold Rush.

**3. Make Your Choice** Suppose you lived in New York City in 1849. You have heard the reports of gold in California. Which of the three routes would you take? Write a short essay explaining your reasons.

## FOCUS ON CALIFORNIA

### The Transcontinental Railroad

In 1861, California merchants founded the Central Pacific Railroad. The “Big Four” company leaders were Leland Stanford, Collis P. Huntington, Mark Hopkins, and Charles Crocker. Central Pacific joined with another company to build the first transcontinental rail line. Union Pacific laid track westward from Omaha, Nebraska. Central Pacific laid track eastward from Sacramento. The company hired thousands of workers from China, which helped diversify California’s population.

## FOCUS ON CALIFORNIA (continued)

Rail lines from the two companies met at Promontory, Utah, in May 1869. This marked the completion of the transcontinental railroad. The “Big Four” then started the Southern Pacific line into southern California. It eventually extended across the Southwest, linking California to New Orleans.

## FOCUS ON CALIFORNIA

### Charley Parkhurst

Charley Parkhurst moved from New England to California during the Gold Rush. He soon became one of the most celebrated stagecoach drivers in the West. Parkhurst was sometimes called “One-Eyed Charley”. He earned the nickname on a stagecoach run, after being kicked in the face by a horse that he was trying to shoe. Parkhurst lost an eye in the incident and, from that point on, wore an eye patch. Still, Parkhurst could easily handle the reins of six horses and defend himself. He once shot a notorious bandit who tried to rob his stage coach.

Parkhurst died in 1879 at the age of 67. It was then discovered that One-Eyed Charley was a woman. He had been born Charlotte Parkhurst in 1812. After escaping from a Massachusetts orphanage at age 15, Parkhurst dressed as a man. Living as a man gave Parkhurst more freedom and a notable “first”—in 1868, Parkhurst cast a ballot in the U.S. presidential election. Because women did not gain the right to vote nationally until 1920, Parkhurst may have been the first woman to vote in a national election.

California Connections 387 CC12-2

## More About . . .

**Opposition to the Mexican-American War** The American people were divided over the war with Mexico. President Polk’s party, the Democrats, generally supported the war. However, many northern Whigs opposed it. They believed Polk, a southerner, was attempting to extend slavery by creating additional slave states out of Mexican land. Others simply believed Polk’s actions were aggressive and unjust.

An Illinois congressman named Abraham Lincoln also considered the war an immoral, proslavery conflict. In late 1847 he introduced the so-called “Spot Resolutions,” which demanded that the president identify the specific spots where Mexicans had attacked Americans on American soil.

Though the House failed to act on Lincoln’s resolutions, public support for the war began to erode. Newspaper accounts of the brutality of war, particularly against Mexican civilians, shocked and dismayed many Americans. In protest, a young writer named Henry David Thoreau was jailed for one night for refusing to pay a tax in support of the war.

## CALIFORNIA BY LAND OR BY SEA

**Rubric** Students’ essays should:

- *demonstrate an understanding of the various routes west*
- *include information gleaned from maps and historical accounts of travels west*
- *explain why which route to the West is “best,” supporting his or her opinion with identifiable reasons and concrete evidence*
- *be well-organized, neat, and error-free*

## LINK TO GEOGRAPHY

### The Importance of Water

1. Explain to students the importance of water in the settlement of the West. Have students participate in a role-play in which they act out the role of water in the settlement of the West.
2. Begin with a class discussion about the importance of water in the development of the West. Ask students how water rights that affect the development of the West did people in the West compete for available water? How do you think different groups use water? How do you think water were resolved?
3. Organize the class into groups of three to four students. In each group, have students assume the role of a particular

**Charley Parkhurst** Use the information about Charley Parkhurst as an opportunity to discuss gender roles and expectations in the 1800s. Before initiating the discussion, consider that you may have students in your class who are gender nonconforming or transgender or students whose parents are. Be sensitive to this so that you can avoid situations that may make students uncomfortable. Mention to students that if Charley Parkhurst were alive today, he might self-identify as transgender. Remind students that gender norms and expectations limited people’s personal freedoms and economic opportunities in the 1800s. The following questions can serve as discussion starters: How did men and women dress in the 1800s? What opportunities were open for men and women living in the West? Why might Charley Parkhurst have decided to dress and live as a man? How did his life change as a result of his decision?

Alternative Assessment Handbook, Rubric 55: Skits and Reader’s Theater



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New movements in art and literature influenced many Americans in the early 1800s.

- Transcendentalists and utopian communities withdrew from American society.
- American Romantic painters and writers made important contributions to art and literature.

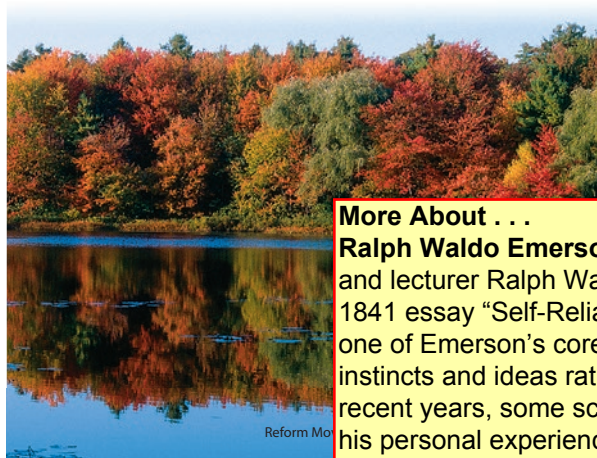
- transcendentalism
- Ralph Waldo Emerson
- Margaret Fuller
- Henry David Thoreau
- utopian communities
- Nathaniel Hawthorne
- Edgar Allan Poe
- Emily Dickinson
- Henry Wadsworth Longfellow
- Walt Whitman

You are a teacher living in Massachusetts in the 1840s. Some of your neighbors have started an experimental community. They want to live more simply than present-day society allows. They hope to have time to write and think, while still sharing the work. Some people will teach, others will raise food. You think this might be an interesting place to live.

## Transcendentalists

Some New England writers and philosophers found spiritual wisdom in **transcendentalism**, the belief that people could transcend, or rise above, material things in life. Transcendentalists also believed that people should depend on themselves and their own insights, rather than on outside authorities. Important transcendentalists included **Ralph Waldo Emerson**, **Margaret Fuller**, and **Henry David Thoreau**.

Walden Pond, where Thoreau lived for two years



**Ralph Waldo Emerson** “Insist on yourself; never imitate.” Poet, essayist, and lecturer Ralph Waldo Emerson wrote these words in his influential 1841 essay “Self-Reliance.” The essay contains the clearest statement of one of Emerson’s core beliefs—people should be true to their own instincts and ideas rather than conform to the expectations of others. In recent years, some scholars have studied Emerson’s journals to see how his personal experiences shaped his radical thoughts. The journals reveal that Emerson was himself a nonconformist from an early age. For example, some evidence suggests that Emerson might self-identify as bisexual if he were alive today. In journal entries dating to his college years at Harvard, Emerson wrote about his “strange attraction” to a handsome fellow student, Martin Gay. After college, Emerson had two heterosexual marriages and had four children. Still, Emerson’s emotional honesty and willingness to explore his feelings for another man may be read as an early expression of his beliefs about nonconformity and his motto, “Trust thvself.”

To engage students in a discussion about the impact of social norms on individual experiences, share this biographical information with the class. Then, use the following questions to prompt discussion: *What themes in Emerson's work were evident in his personal experiences? (a desire to live an independent life free of limits imposed by society) Why is Emerson's motto "Trust thyself" still relevant today?*

*run in* /

**Define** In your own words, explain *transcendentalism*. Possible answer: belief that people should rise above material things, depend on themselves and their own insights, and live simply in tune with nature

**Make Judgments** [ communities are not? Possible answer: unselfish and will good for the whole people are natural about themselves they do about a a

## 1. Whole Class Open/Introduction

### What would you ask the leaders of the community?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider questions about WORK:** What type of work do I need to do? Do I make a product to sell to the outside world?

**Consider questions about RULES:** What would I be required to bring to the community? Could friends and family visit me at the community? Do you provide training? Am I free to leave at any time?

**2. Direct Teach** Introduce the Big Idea: *New movements in art and literature influenced many Americans in the early 1800s.* Explain that transcendentalist writers argued that people should depend on their own insights rather than outside authorities. Describe how painters and writers were also inspired by nature and the simple life, and

*Little Women*, written at a time when women's status in society was slowly changing, pushed the boundaries set by 19th-century society in America. Students can activate the audio button beneath the historical source to hear an excerpt read aloud.

Teach the Main Idea

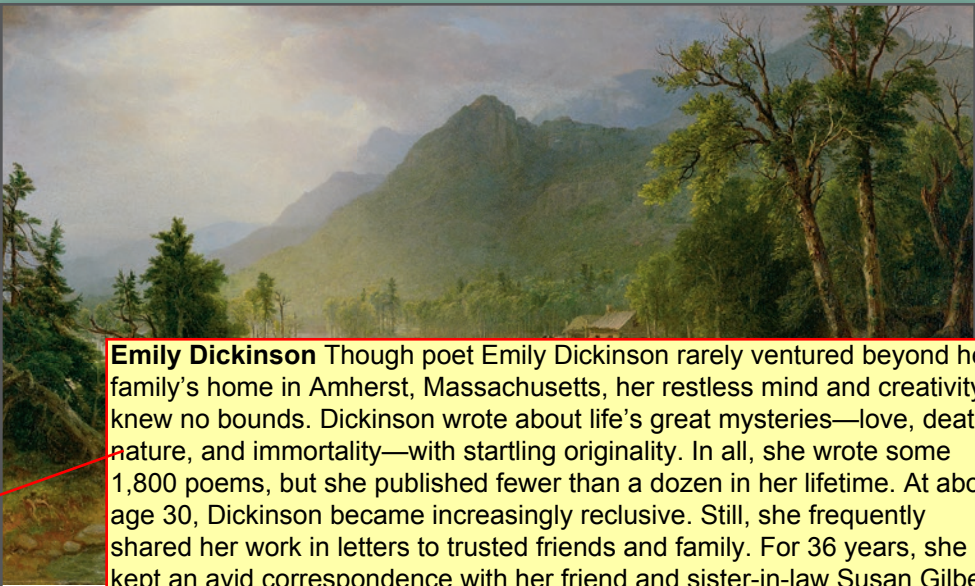
American Romantic painters and writers made important contributions to art and literature.

**Define** What was the Romantic movement?  
*movement that began in Europe, drew on individual emotion and perspective, celebration of nature and simple life*

**Summarize** Describe Walt Whitman's poetry. *praised American individualism and democracy; simple; unrhymed*

More About . . .

**Emily Dickinson (1830–1886)** One of America's greatest poets, Emily Dickinson did not achieve fame during her lifetime. Of the more than 1,775 poems that she wrote, only 10 were published while she was alive. Not until 1955—nearly 70 years after her death—were all of her poems collected and published.



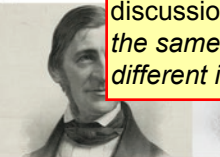
**Emily Dickinson** Though poet Emily Dickinson rarely ventured beyond her family's home in Amherst, Massachusetts, her restless mind and creativity knew no bounds. Dickinson wrote about life's great mysteries—love, death, nature, and immortality—with startling originality. In all, she wrote some 1,800 poems, but she published fewer than a dozen in her lifetime. At about age 30, Dickinson became increasingly reclusive. Still, she frequently shared her work in letters to trusted friends and family. For 36 years, she kept an avid correspondence with her friend and sister-in-law Susan Gilbert Dickinson, writing over 300 letters. The especially intimate and passionate nature of these letters has led some to speculate that they are love letters and that Dickinson might identify as a lesbian if she were alive today. Though we will likely never know the precise nature of their relationship, it is clear that Dickinson's dear friend inspired some of the poet's most heartfelt writing.

To engage students in a discussion about how social norms and gender expectations have affected people in history, share this biographical information with the class. Then, use the following questions to prompt discussion: *Why did Dickinson publish so few poems during her lifetime? How might social norms have influenced Dickinson's opportunities and choices?*

**Walt Whitman** Today, Walt Whitman is widely regarded as one of America's finest poets. Whitman was born on a Long Island farm and raised in New York City. Though he received little formal education, he became a printer, schoolteacher, reporter, and editor. In 1855 he self-published a slim book of 12 poems celebrating American life called *Leaves of Grass*. The revolutionary form of the poems, which were written in a style called free verse, shocked many people. Others were offended by the book's content. Whitman's poems were overtly homoerotic and sexual. Though Whitman never publicly addressed his sexuality, his poetry, letters, and journals suggest that Whitman would identify as gay if he were alive today. Whitman shared a decades-long romantic friendship with bus conductor Peter Doyle. Though the two never lived together, Doyle was Whitman's muse. The two were inseparable from the start. As Doyle described, they were the "biggest sort of friends." Over time, Whitman took Doyle's widowed mother and siblings as his own family. After Whitman moved to Camden, New Jersey, Doyle and Whitman wrote and visited each other often, until Whitman's death in 1892.

To engage students in a discussion about how social norms and sexual orientation have affected people in history, share this biographical information with the class. Then, use the following questions to prompt discussion: *What shocked readers about Leaves of Grass? Would it have the same effect today? How might Whitman's life and work have been different if he were alive today?*

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- 4. Have volunteers share their work with the class and answer questions about their plans.

\*Alternative Assessment Handbook, Rubric 43: Writing to Persuade

American Arts

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following questions:

**Compare and Contrast** What were the similarities between transcendentalism and romanticism? What were the differences? *Possible answer: Similarities include a focus on nature and the simple life, individualism, and personal insight. Differences include transcendentalism was focused on philosophy and romanticism was focused on nature and was based*

<Move Online Graphic Organizer and Lesson Flip cards boxes to top of side channel on p. 515.>

Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **transcendentalism, Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, utopian communities, Nathaniel Hawthorne, Edgar Allan Poe, Emily Dickinson, Henry Wadsworth Longfellow, Walt Whitman.**

READING CHECK

**Make Inferences** Why did utopian communities only last a short time? *Possible answer: because members did not work together well enough for the groups to survive*

# ADDITIONAL LESSON CONTENT

COLLABORATIVE LEARNING

**Meet America’s Great Romantic Writers**

1. Have students research and present short biographical and critical “living history” portrayals of one of the authors described in this section.
2. Have students research the life and achievements of their chosen author. Students may use the Internet to find other living history portrayals to study the techniques performers use to recreate a subject.
3. Students should use costumes, makeup, and other elements to make their portrayal as vivid as possible.
4. Have students give their portrayals and then answer questions in the first-person from the class about their subject.

\*Alternative Assessment Handbook, Rubric 14: Group Activity; Rubric 24: Oral Presentations; Rubric 30: Research

TIERED ACTIVITY

**Transcendentalism and Romanticism**

**Below Level** Have students review transcendentalism and romanticism in this lesson. Ask each student (or have students work in pairs) to write a definition for each term in his or her own words.

**At Level** Have students use a dictionary and the lesson to write their own definitions for *transcendentalism* and *romanticism*. Then have each student write an opinion statement about how these ideas are or are not represented in today’s society.

**Above Level** Have students research and read a piece (or excerpt) of literature by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow, or Herman Melville. Ask students to either explain to the class or discuss in small groups how the piece reflects transcendentalism and/or romanticism.

\*Alternative Assessment Handbook, Rubric 37: Writing Assignments

STRUGGLING READERS

**T-Chart on the American Romantic Movement**

1. Draw a T-chart for students to see. Across the top, write *American Romantic Movement*. Label one column *Ideas* and the other *Artists and Writers*.
2. Have each student copy the chart and complete it by listing the main influences of the key people (*artist: Thomas Cole [Hudson River school]; writers: Stephens, Hawthorne, Melville, Poe, Dickinson, Longfellow, Whitman*) and ideas (*simple life, nature, emotion, individualism, democracy, and American history*) related to the American Romantic movement.

\*Alternative Assessment Handbook, Rubric 7: Charts

LINK TO LITERATURE

**Listen to America’s Romantic Writers**

1. Have students research and choose short works or excerpts by one of the authors described in this segment, or another they know and enjoy from the American Romantic movement.
2. Students should prepare readings of several poems or excerpts by the chosen author.
3. Have students present their readings and answer questions from the class about their subject.

\*Alternative Assessment Handbook, Rubric 11: Discussions; Rubric 24: Oral Presentations

**More About . . .**

**The Shakers** Religion led to some utopian experiments. One of the most intriguing was that of the Shakers. Shakers vowed not to marry or have children. They shared all their goods with each other and treated men and women as equals. People called them Shakers because they shook with emotion during church services. Shakers set up communities in New York, New England, and on the frontier. Because they did not marry, Shakers depended on converts and adoption to keep their communities going. In the 1840s Shakers had 6,000 members. In 2005 only four remained. Shakers were hard workers and their farms prospered. They actively sought new ways to make their labor efficient and easy. Shakers invented many labor-saving devices, including the buzz saw, a revolving oven, and apple corers and parers. They sold products such as garden seeds, herbs and medicines, baskets, boxes, brooms, and woven goods to the public. Shakers were the first to package seeds in the small paper envelopes still used today.

**Nathaniel Hawthorne** American short-story writer and novelist Nathaniel Hawthorne was born in Salem, Massachusetts. Hawthorne was fascinated by the dark secrets of human nature. In his masterpieces *The Scarlet Letter* and *The House of the Seven Gables*, he explores such themes as sin, hypocrisy, and guilt. In 1842 he married Sophia Peabody, a transcendentalist and painter. In 1850 Hawthorne, his wife, and their three children moved to the mountains of western Massachusetts. There, Hawthorne struck up a close friendship and creative collaboration with fellow author Herman Melville. The two visited frequently and wrote often. Melville even dedicated his book *Moby Dick* to Hawthorne—“In Token of My Admiration for His Genius.” Some scholars have speculated that the authors may have been, in today’s terms, gay or bisexual. For example, in the novel *The Whale: A Love Story*, author Mark Beauregard draws on Melville’s real letters to create a fictional account of a love affair between the two authors.



## Political Divisions

### The Big Idea

The split over the issue of slavery intensified due to political division and judicial decisions.

### Main Ideas

- Political parties in the United States underwent change due to the movement to expand slavery.
- The *Dred Scott* decision created further division over the issue of slavery.
- The Lincoln-Douglas debates brought much attention to the conflict over slavery.

### If YOU were there . . .

You are traveling through Michigan in July 1854. As you pass through the town of Jackson, you see a crowd of several hundred people gathered under the trees. You join them and find that it is a political rally. Antislavery supporters from different parties are meeting to form a new political party. Speakers promise to fight slavery “until the contest be terminated.”

**How do you think this new party will affect American politics?**

### Political Parties Undergo Change

Democrat Stephen Douglas had predicted that the Kansas-Nebraska Act would “raise a . . . storm.” He was right. The Kansas-Nebraska Act brought the slavery issue back into the national spotlight. Some Whigs, Democrats, Free-Soilers, and to form the **Republican Party**, a party that opposed the spread of slavery in the West. Those who supported the act were not re-elected. The Whig Party in northern and southern Whigs refused to join. Connecticut complained, “The . . . by that miserable Nebraska Democrats joined the American Know-Nothing Party. At the party’s platform over slavery, then chose former as their candidate for the election

could not choose a strong candidate for the Kansas-Nebraska Act, such as President James Buchanan. They nominated **James Buchanan**. Buchanan had a great deal of popularity in Great Britain as ambassador

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**James Buchanan** Pennsylvania-born Democrat James Buchanan served from 1857 to 1861 as the 15th president of the United States. He is the only lifelong bachelor to hold the presidency. Many historians believe that Buchanan would identify as gay if he were alive today. At age 28, he became engaged to a wealthy young heiress named Ann Coleman. However, rumors swirled that Buchanan was unfaithful and only interested in the Coleman family fortune. The relationship ended poorly. In 1821 Buchanan became a U.S. representative, and in 1834 he became a U.S. senator. During his time in Congress, Buchanan formed a long-term, intimate friendship with William Rufus King, a senator from Alabama. For 15 years the two shared a room at a Washington, DC, boarding house. When King accepted a post as minister to France in 1844, Buchanan wrote of his sadness to a friend: “I am now solitary and alone, having no companion in the house with me. I have gone a wooing to several gentlemen, but have not succeeded with any one of them.”

## Teach the Main Idea

Political parties in the United States underwent change due to the movement to expand slavery.

**Identify** Members of which groups united to form the new Republican Party? *Whigs, Democrats, Free-Soilers, abolitionists*

**Elaborate** Who won the election of 1856, and what advantages did he have over the other candidates? *James Buchanan of Pennsylvania; he was experienced in politics and was overseas during the height of the Kansas-Nebraska Act debate, so in people’s minds he was not connected to one side or the other.* **on slavery**

More About . . .

**Buchanan’s Special Distinction** Associated with one of the most troubled eras in American

~~history, James Buchanan is also known for something more personal: He was the only president who never married. Ironically, he did have a notably popular “First Lady” by his side. Buchanan’s beloved niece, Harriet Lane, whom he’d cared for since she was orphaned at age 11, served as his White House hostess. The charming Lane thrived in the role, lending unwavering support to her uncle throughout his term.~~

**A Telling Nickname** If asked about their secretive organization, members of the American Party would initially answer, “I know nothing.” This reply earned the party its widely known nickname—the Know-Nothing Party. The party enjoyed considerable popularity and influence in the early 1850s, as many people disapproved of the continuous influx of immigrants. Before the decade’s end, however, the party had all but disintegrated—as the slavery issue began to overshadow all others.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** Were There . . .

**How do you think this new party will affect American politics?**

Review the scenario with students and lead a class discussion to respond to the question. You may wish to review the following points to frame your discussion.

**Consider the FACTS:** The Whig Party was weakened by the 1852 election. President Pierce supported the Kansas-Nebraska Act. Neither the Whigs nor the Democrats seem very strong.

**Consider the POSSIBILITIES:** A new political party could appeal to more voters. The group seems to have very strong opinions. The crowd seems impassioned by the speakers.

- Direct Teach** Introduce the Big Idea: *The split over the issue of slavery intensified due to political division and judicial decisions.* Have students list some current political issues that have become more divisive due to recent court decisions. Discuss how court decisions shape and influence public opinion about issues.
- Practice/Assess/Inquire** Ask students to imagine that they are abolitionists in the 1850s. Have each student write three short letters to a fellow abolitionist in Great Britain. The letters should describe the changes in U.S. political parties, the *Dred Scott* decision, and the Lincoln-Douglas debates. Tell students to describe the events and to identify various groups’ views of them.
- Explore (Collaborative Exploration)** As you review the lesson’s main ideas, have volunteers read their letters aloud.
- Whole Group Close/Reflect** Have each student write a fourth letter predicting how these events might affect the nation’s future.

\*Alternative Assessment Handbook, Rubric 25: Personal Letters

### ONLINE DOCUMENT-BASED INVESTIGATION

#### A Divided Nation

A House Divided is the third of four document-based investigations that students will analyze in the A Divided Nation Module. In 1858 Abraham Lincoln gave a passionate speech to Illinois Republicans about the dangers of the disagreement over slavery. Students can activate the audio button to hear an excerpt read aloud.

## Teach the Main Idea

People worked to improve the quality of life in U.S. cities.

**Explain** What was the purpose of *How the Other Half Lives*? to show conditions in tenement housing

**Analyze** How did Florence Kelley help reform working conditions? *convinced lawmakers to limit women's working hours and prevent child labor*

**Elaborate** How might the 1893 Illinois labor law have changed the lives of children? *Children would become healthier because they had time to eat and rest. They also would have more time for education and play.*

### More About . . .

**Connect to Today: Women's International League for Peace and Freedom** The WILPF is an international non-governmental agency founded in 1915 that is still active today. It brings together women who work for peace by nonviolent means to promote political, economic, and social justice. Its active programs support disarmament, human rights, women and security, and crisis response.

#### READING CHECK

**Summarize** What challenges did many city residents face in the late 1800s? *Possible answer: overcrowding, disease, fire, and crime*

#### VISUALS

##### Hull House

Have students study the image and then answer the associated question.

How did Hull House try to improve the lives of children? *by providing classes, day care, and activities; also by lobbying for child labor laws*



#### GAME

##### Welcome, Time Traveler!

Have students play the game to test their knowledge of city life during the late 1800s and early 1900s by answering the questions.

**Reading Check**  
Summarize  
What challenges did  
many city residents  
face in the late 1800s?

full-time firefighters and police officers. Police officers in cities were typically placed in one neighborhood. They knew the local residents and were frequently involved in local activities. They could spot local problems and, in many cases, provide help to immigrants.

### Improving City Life

Jacob Riis hoped his book *How the Other Half Lives* would shock many Americans—and it did. A reformer named Lawrence Veiller helped lead the effort to improve conditions in tenements. Describing the effects of tenement living on children, he wrote:

"A child living its early years in dark rooms, without sunlight or fresh air, does not grow up to be a normal, healthy person . . . It is not of such material that strong nations are made."

—Lawrence Veiller, quoted in *Readings in American History*, Vol. 2

Veiller worked with an organization called the Charity Organization Society (COS) to get changes made to New York laws. In 1900 he and the COS sponsored an exhibit of photographs and maps graphically showing the conditions of New York tenements. More than 10,000 people visited the exhibit, and they were shocked by what they saw. The work of Veiller and the COS helped pass the 1901 New York State Tenement House Act. This law required new buildings to have better ventilation and running water. It became a model for housing reform in other states.

Because there was little government aid available in the 1800s, private

**Jane Addams** Mention to students that if Jane Addams were alive today, she might self-identify as a lesbian. Addams had a long-term, committed relationship with another woman, Mary Rozet Smith, a wealthy Chicago-born philanthropist who was a generous benefactor of Hull House. Though the precise nature of the relationship between Addams and Smith is unknown, the two were undeniably devoted to each other for more than 40 years. They vacationed together, co-owned a summer home in Maine, and considered adopting a child. When Addams traveled for business, she carried a portrait of Smith with her and the two wrote daily. Their letters reveal their affection and that they considered themselves married. Though Addams burned many of her letters from Smith, some survived. In one 1902 letter, Addams wrote to Smith, "You must know, dear, how I long for you all the time. . . . There is reason in the habit of married folk keeping together." To engage students in a discussion about how social norms about gender and sexuality have affected the historical record, share this biographical information with the class. Mention to students that Jane Addams asked that her personal letters be burned after her death. Then, use the following questions to prompt discussion: *Why do you think Addams burned many of her letters from Smith? How has this affected the historical record?*



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#### INTEGRATE

##### Identify City Reformers

1. Model a graphic organizer for students. Within an oval, write *Reformers of Big City Troubles*. Draw two boxes below with lines connecting the oval to the boxes. Write *Living Conditions* in one and *Working Conditions* in the other.
2. Explain each category to students and ask them to name a person appropriate for the boxes. Use the graphic organizer in their texts.

3. Provide students with the following list of names and have them decide which box is appropriate for each: Florence Kelley, Jacob Riis, Lawrence Veiller, Charles B. Stover, Alzina P. Stevens, Stanton Coit, Jane Addams, Ellen Gates Starr. *Living Conditions—Riis, Veiller, Stover, Coit, Starr; Working Conditions—Kelley, Stevens. Jane Addams is appropriate in both categories.*
4. Review the answers with the class. Ask how each person contributed to reforming city life and clarify any misunderstandings.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers

<Move "Visuals" box and "Game" box from top of side channel on p. 677.>



# The Rights of Women and Minorities

## The Big Idea

The Progressive movement made advances for the rights of women and some minorities.

## Main Ideas

- Women fought for temperance and the right to vote.
- African American reformers challenged discrimination and called for equality.
- Progressive reforms failed to benefit all minorities.

## Key Terms and People

Eighteenth Amendment  
National American Woman Suffrage Association  
Alice Paul  
Nineteenth Amendment

## If YOU were there . . .

You are a member of the class of 1912 graduating from an excellent women's college. You have always been interested in science, especially biology. You would like to be a doctor, but you know that medical schools accept very few women. One career path for you is to go into social work. Yet that's not what you really want to do.

How would you want to use your education?

## Women Fight for Temperance and Voting Rights

New educational opportunities drew more women into the Progressive movement. In the late 1800s women began attending women's colleges, such as Smith College in Massachusetts and Vassar College in New York, in record numbers. In 1870 only about 20 percent of college students were women. By 1910

of female students was "to

fields such as social work harder to enter professions were dominated by men. women often put their in reform. Women's clubs temperance, women's suffrage,

the mid-1800s many of these such as family violence and factors, including urbaniza- tional problems on alcohol groups took up the cause of

8.12.5; REP.5; HI.1; HI.2; HI.3

The Progressive Spirit of Reform 701

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** Were There . . .

How would you want to use your education?

Review the scenario with students and lead a class discussion to respond to the question. You may wish to review the following points to frame your discussion.

Consider how you **DO** want to use your education:

going to medical school, becoming a doctor, working in the science field

Consider how you **DON'T** want to use your

education: going into social work, taking a job that doesn't use science, working at a boring job

**2. Direct Teach** Introduce the Big Idea: *The Progressive movement made advances for the rights of women and some minorities.* Review how the Progressive Era was a time of great energy. Reformers worked hard to correct social problems, make government responsive to people's needs, and bring about economic reform. Ask: *What issues would a Progressive movement address today? What solutions might it propose? What kinds of opposition might it face?*

**3. Practice/Assess/Inquire** Have students review the Fifteenth Amendment of the United States Constitution. Have them take turns reading Section 1 aloud. Discuss whose voting rights this amendment protects. *citizens of all races and those whose family members had been enslaved*

**4. Explore (Collaborative Exploration)** Have students write a slogan promoting women's right to vote and another proclaiming the injustice of "grandfather clauses," laws used in the South to prevent African Americans from voting.

**5. Whole Group Close/Reflect** Distribute construction paper and instruct students to create banners to display their slogans.

\*Alternative Assessment Handbook, Rubric 34: Slogans and Banners

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and People

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and people: **Eighteenth Amendment, National American Woman Suffrage Association, Alice Paul, Nineteenth Amendment, Booker T. Washington, Ida B. Wells, W.E.B. Du Bois, National Association for the Advancement of Colored People.**

## Teach the Main Idea

Women fought for temperance and the right to vote.

**Identify** What did political bosses fear about women getting the right to vote? *the anti-corruption efforts of women*

**Evaluate** What evidence supports the idea that temperance was a popular cause in the 1870s? *The WCTU started 10,000 branches.*

**Identify** Name the four states that allowed women to vote in the 1890s. *Wyoming, Colorado, Idaho, and Utah*

**Sequence** In what years were the two suffragist organizations founded? *NAWSA 1890; NWP 1913*

## More About . . .

**Carry A. Nation** This temperance leader felt she was responding to a call from God to destroy

saloons. She was almost six feet tall and was quite an impressive figure when she wielded her hatchet in saloons. She was arrested 30 times for disturbing the peace. She paid her bail by giving lectures and selling souvenir hatchets.

**Charlotte Perkins Gilman** Gilman was an influential writer on women's rights. She wanted to free women from housework to pursue new opportunities. In *Concerning Children* (1900) and *The Home* (1903), she proposed that families live in large apartments. These would have centralized nurseries and a staff devoted to cooking, cleaning, and childcare. According to Gilman, this support would free women to work outside the home. In addition to her works of nonfiction, Gilman was an accomplished fiction writer. Her 1892 short story "The Yellow Wallpaper" is the story of a depressed woman who is oppressed by society's constraints and by her husband's kind but total control over her life.