

Grade 4 History & Geography

Unit 10: American Reformers

8 lessons and a unit quiz. Use this pack with the **American Reformers Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Springtime of Reform	PDF pages 82–85	—
☐	Chapter 2: Treating Mental Illnesses	PDF pages 86–89	—
☐	Chapter 3: Educating for Democracy	PDF pages 90–93	AP 3.1
☐	Chapter 4: Abolitionism	PDF pages 94–99	—
☐	Chapter 5: Women and the Fight for Equality	PDF pages 100–103	AP 5.1
☐	Chapter 6: The Seneca Falls Convention	PDF pages 104–109	AP 6.1, AP 6.2
☐	Chapter 7: The Case of John Lewis	PDF pages 110–115	—
☐	Chapter 8: Sonia Sotomayor	PDF pages 116–119	—
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Springtime of Reform

THE BIG QUESTION

What was the temperance movement?

Words to know

- **active** — busy; doing something *Marie is an active member of student government.*
- **temperance** — the practice of drinking little or no alcohol *Many people who tried to give up drinking alcohol found temperance difficult.*
- **pledge** — a promise *George took the league's pledge not to drink alcohol.*

Read

Read Chapter 1 in the Student Reader: PDF pages 82–85. Look at the pictures and maps together.

Talk it over

1. What are reformers?
2. Why were the 1830s and 1840s a time during which there were many reformers in the United States?
3. What was the temperance movement?
4. Why was alcohol a problem in the early 1800s?
5. How did temperance reformers deliver their message?
6. Was the temperance movement effective?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the temperance movement?
- Use one of today's words in a sentence of your own.

Chapter 2: Treating Mental Illnesses

THE BIG QUESTION

How did Dorothea Dix change the treatment of people with mental illnesses?

Words to know

- **asylum** — a hospital for people with mental illnesses *Dorothea Dix visited an asylum and was shocked by the conditions she saw.*
- **state legislature** — the part of state government responsible for making laws for the state *The state legislature passed a law that changed conditions for people with mental health problems.*
- **desolate** — alone and hopeless *The runaway dog we found in our yard looked starved and desolate.*
- **advocate** — a person who supports and defends another person or group of people *Dorothea Dix was an advocate for people with mental illnesses.*

Read

Read Chapter 2 in the Student Reader: PDF pages 86–89. Look at the pictures and maps together.

Talk it over

1. For what reform did Dorothea Dix work very hard?
2. What job did Dorothea Dix have before she became a reformer?
3. What experience changed Dix's life?
4. What did Dix see at the jail?
5. How did most states treat people with mental illnesses?
6. What did Dorothea Dix do as a result of her experience at the prison?
7. Why did Dix want to speak before the state legislature?
8. Do you think Dorothea Dix's speech to the legislature was effective?
9. What happened as a result of Dix's efforts?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did Dorothea Dix change the treatment of people with mental illnesses?
- Use one of today's words in a sentence of your own.

Chapter 3: Educating for Democracy

THE BIG QUESTION

Why did Horace Mann want to give all children the right to an education?

Words to know

- **tutor** — a teacher who only teaches one student, usually in the student's home *The tutor taught Henry advanced math, world history, and French.*

Read

Read Chapter 3 in the Student Reader: PDF pages 90–93. Look at the pictures and maps together.

Talk it over

1. What did Horace Mann become famous for?
2. 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?
3. 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?
4. How did Horace Mann get support for public education for all children?
5. According to Mann, why did democracy and education belong together?
6. Who supported Mann's ideas? Why?
7. Why were some people against the idea of public schools?
8. What did the state of Massachusetts create under Horace Mann's leadership?
9. Why is Horace Mann known as the "Father of the American Public School"?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why did Horace Mann want to give all children the right to an education?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Hamilton and Jefferson Chart — Teacher Guide PDF page 174

Chapter 4: Abolitionism

THE BIG QUESTION

What difficulties did the abolitionists face as they worked to abolish slavery?

Words to know

- **unalienable right** — a legal promise that cannot be taken away or denied *The freedom of speech is an unalienable right in the United States.*
- **abolish** — to end; to stop something completely *Many people in the United States worked to abolish slavery in the early 1800s.*
- **conscience** — a sense or belief a person has that a certain action is right or wrong *Thomas freed his slaves because, according to his conscience, slavery was wrong.*
- **golden rule** — a rule or belief in many religions that encourages people to treat others as you want to be treated *Jason lived by the golden rule when he showed compassion to others.*

Read

Read Chapter 4 in the Student Reader: PDF pages 94–99. Look at the pictures and maps together.

Talk it over

1. What was the biggest and most emotionally charged reform movement of the 1800s?
2. What did abolitionists want?
3. In which region of the United States did abolitionists focus their work? Why?
4. Who was William Lloyd Garrison?
5. Who was Frederick Douglass?
6. What were some of the ways the abolitionists tried to end slavery through peaceful actions?
7. How did abolitionists use people's feelings to win support for their cause?
8. What finally brought an end to slavery in the United States?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What difficulties did the abolitionists face as they worked to abolish slavery?
- Use one of today's words in a sentence of your own.

Chapter 5: Women and the Fight for Equality

THE BIG QUESTION

What did the antislavery movement reveal about the rights of women?

Words to know

- **equal rights** — the freedoms and legal protections guaranteed to all citizens *In the 1800s, many women started working for equal rights.*
- **office** — a position of leadership or responsibility *Thomas Jefferson once held the office of president.*
- **minister** — a religious leader, usually in a Protestant church *The minister led the Sunday service.*
- **convention** — a formal gathering of people for a purpose *Men and women met in London, England, for an antislavery convention.*

Read

Read Chapter 5 in the Student Reader: PDF pages 100–103. Look at the pictures and maps together.

Talk it over

1. What was expected of women in the 1830s and 1840s?
2. In most states in the early 1800s, what happened to any property a woman might have?
3. How did Sarah Grimké feel about the way women were treated?
4. How were women treated in reform movements, such as the abolitionist movement?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What did the antislavery movement reveal about the rights of women?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 5.1: Abigail Adams and the White House — Teacher Guide PDF page 175

Chapter 6: The Seneca Falls Convention

THE BIG QUESTION

Why might some newspapers have made fun of the women's movement and its demands?

Words to know

- **sentiment** — a thought or feeling *Sarah Grimké wrote down each sentiment she had about women's inequality.*
- **heroine** — a brave or admired woman; a female hero *Today, many women consider women's activist Lucy Stone a heroine.*
- **reap** — to cut and gather crops from where they grow *The farmer worked with his daughter to reap the corn.*
- **husk** — to remove the outer covering from a plant, such as corn *Lydia had to husk the corn before she cooked it.*

Read

Read Chapter 6 in the Student Reader: PDF pages 104–109. Look at the pictures and maps together.

Talk it over

1. Who was invited to attend the first day of the convention, and who was invited to attend the second day of the convention?
2. Where did Lucretia Mott and Elizabeth Cady Stanton meet?
3. How did Mott and Stanton feel about the treatment of women? How do you know?
4. What did the Declaration of Sentiments include?
5. How did Elizabeth Cady Stanton shock people at the convention?
6. How did newspapers react to the Seneca Falls Convention and the Declaration of Rights?
7. Who was Lucy Stone?
8. Who was Elizabeth Blackwell?
9. Who was Amelia Bloomer?
10. How did Sojourner Truth reply to those people who said women were weak?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why might some newspapers have made fun of the women's movement and its demands?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 6.1: The Louisiana Purchase — Teacher Guide PDF page 176
- Activity Page 6.2: Thomas Jefferson and the Louisiana Purchase — Teacher Guide PDF page 177

Chapter 7: The Case of John Lewis

THE BIG QUESTION

What was the civil rights movement of the 1950s-1960s, and what did it accomplish?

Words to know

- **march** — an organized walk by a group of people to support a cause *John Lewis protested against segregation by joining a civil rights march in Alabama.*

Read

Read Chapter 7 in the Student Reader: PDF pages 110–115. Look at the pictures and maps together.

Talk it over

1. What was segregation?
2. What was the civil rights movement of the 1950s and 1960s?
3. Who was Martin Luther King Jr.?
4. What were sit-ins?
5. How else did John Lewis protest against segregation?
6. In the march from Selma, what happened to the protesters who marched peacefully singing songs?
7. What happened as a result of the march on Selma?
8. What does John Lewis do now?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the civil rights movement of the 1950s-1960s, and what did it accomplish?
- Use one of today's words in a sentence of your own.

Chapter 8: Sonia Sotomayor

THE BIG QUESTION

In your opinion, what things have contributed to Sonia Sotomayor's great success?

Words to know

- **Supreme Court** — the highest court in the land *The Supreme Court has the power to declare a law unconstitutional, or against the Constitution.*
- **scholarship** — money given to a student to help pay for a school or college *Sonia Sotomayor received a scholarship for college.*
- **prosecutor** — a lawyer who represents the government in criminal trials *The prosecutor presented evidence that proved the accused thief committed the crime.*
- **Hispanic** — related to Spanish-speaking people or their culture *California has a large Hispanic population.*

Read

Read Chapter 8 in the Student Reader: PDF pages 116–119. Look at the pictures and maps together.

Talk it over

1. How did Sonia Sotomayor become interested in the law?
2. How many justices sit on the Supreme Court?
3. Why did Sotomayor know Spanish better than any other language?
4. What jobs did Sotomayor have before becoming a Supreme Court justice?
5. What was special about Sotomayor becoming a federal judge?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: In your opinion, what things have contributed to Sonia Sotomayor's great success?
- Use one of today's words in a sentence of your own.

UNIT QUIZ

American Reformers

Name: _____ Date: _____

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.
- TEACHER RESOURCES

Answers

Chapter 1: Springtime of Reform

1. **What are reformers?**

They are people who spend time and effort to make things better.

2. **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.

3. **What was the temperance movement?**

It was a movement that tried to put an end to the drinking of alcohol. Temperance reformers used children to convince adults to take the temperance pledge.

4. **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. 5 28/07/17 2:59 PM

5. **How did temperance reformers deliver their message?**

They wrote songs, put on plays, distributed pamphlets, and gave sermons in church.

6. **Was the temperance movement effective?**

Yes, it was. In just ten years, Americans were drinking less than half as much alcohol as before.

Chapter 2: Treating Mental Illnesses

1. **For what reform did Dorothea Dix work very hard?**

She worked hard to get kinder treatment for people with mental illnesses.

2. **What job did Dorothea Dix have before she became a reformer?**

She was a teacher.

3. **What experience changed Dix's life?**

She taught a Sunday school class for women prisoners.

4. **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.

5. **How did most states treat people with mental illnesses?**

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.

6. **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.

7. **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.

8. **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.

9. **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.

Chapter 3: Educating for Democracy

1. **What did Horace Mann become famous for?**

He led the movement to provide free public school education for all.

2. **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.

3. **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.

4. **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.

5. **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.

6. **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

7. **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.

8. **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.

9. **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.

Chapter 4: Abolitionism

1. **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.

2. **What did abolitionists want?**

They wanted to end slavery.

3. **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.

4. **Who was William Lloyd Garrison?**

He was a leading abolitionist. He published a newspaper called The Liberator.

5. **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.

6. **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.

7. **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.

8. **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.

Chapter 5: Women and the Fight for Equality

1. **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.

2. **In most states in the early 1800s, what happened to any property a woman might have?**

Her property became the property of her husband.

3. **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.

4. **How were women treated in reform movements, such as the abolitionist movement?**

They were not allowed to hold offices or to speak publicly.

Chapter 6: The Seneca Falls Convention

1. **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.

2. **Where did Lucretia Mott and Elizabeth Cady Stanton meet?**

They met at an antislavery convention in London.

3. **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.

4. **What did the Declaration of Sentiments include?**

It included ideas from the Declaration of Independence and a list of ways women were treated unfairly.

5. **How did Elizabeth Cady Stanton shock people at the convention?**

She demanded that women be given the right to vote.

6. **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.

7. **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.

8. **Who was Elizabeth Blackwell?**

She was the first woman to graduate from a medical college.

9. **Who was Amelia Bloomer?**

She wore pants instead of heavy dresses.

10. **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?"

Chapter 7: The Case of John Lewis

1. **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.

2. **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.

3. **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.

4. **What were sit-ins?**

They were protests in which African American students would sit at a whites-only lunch counter and refuse to move.

5. **How else did John Lewis protest against segregation?**

He joined a march to Selma, Alabama.

6. **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.

7. **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.

8. **What does John Lewis do now?**

He serves in Congress, as a member of the House of Representatives.

Chapter 8: Sonia Sotomayor

1. **How did Sonia Sotomayor become interested in the law?**

She watched a television show called Perry Mason.

2. **How many justices sit on the Supreme Court?**

nine

3. **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.

4. **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.

5. **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.

Unit quiz key

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