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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 125— Test

March 9, 2020

**Homework:**

-Read and take notes on Chapter 14 Section 1 pgs. 438-442 (due 3/10)

-Read and take notes on Chapter 14 Section 2 pgs. 443-445 (due 3/11)

-Read and take notes on Chapter 14 Section 3 pgs. 448-453 (due 3/12)

-Read and take notes on Chapter 14 Section 4 pgs. 454-459 (due 3/17)

-Read and take notes on Chapter 14 Section 5 pgs. 461-466 (due 3/19)

-Chapter 14 Test Tuesday 3/24

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 126— Immigration and Urbanization

March 10, 2020

**Focus**: Why would Americans not welcome immigrants into the United States?

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**Student Objectives**:

1. I will recognize the role immigrants play in the United States.

2. I will identify anti-immigration movements in the United States.

3. I will identify the problems with urbanization.

**Homework:**

-Read and take notes on Chapter 14 Section 2 pgs. 443-445 (due 3/11)

-Read and take notes on Chapter 14 Section 3 pgs. 448-453 (due 3/12)

-Read and take notes on Chapter 14 Section 4 pgs. 454-459 (due 3/17)

-Read and take notes on Chapter 14 Section 5 pgs. 461-466 (due 3/19)

-Chapter 14 Test Tuesday 3/24

**Handouts**:

1. *Pittsburgh Post-Gazette* Bones may be from graves of 57 Irish immigrants March 25, 2009

I. Immigration

II. Nativism

III. Urbanization

**Key terms/ideas/ people/places**:

Irish Germans Push/Pull Nativism The Know Nothing Party

American Party Urbanization

**By the end of class today, I will be able to answer the following**:

**Why** did people move the U.S.? To the cities?

**What** is nativism? **What** was the philosophy of The Know Nothing Party?

Notes

Class 126— Immigration and Urbanization

March 10, 2020

Immigration

* There are two reasons why either immigrants move to the U.S. or people living on farms migrate to the city (Push/Pull Factors-see page 439)
* Irish
  + 1845-Pototo Blight-1/3 of the crop destroyed
  + 1846-entire crop nearly destroyed
  + Catholic
  + An gorta mòr-the great hunger in Irish
  + “The leaves blackened, the tubers rotted, and ‘a sickly odor of decay’ spread over the land, ‘as if the hand of death had stricken the potato field.’”
    - 1846-55-over a million people died from the famine or diseases caused by the famine
      * Great Famine sometimes called the Irish holocaust
* Germans
  + Revolution
  + The Germans usually came with a little more wealth and moved west to buy farmland.
* Immigrants don’t entire avoid the South, but they certainly don’t want to compete with slave labor

**Nativism:**

* preserve the country for native-born white citizens
* anti-Catholic
* America was to be for Americans only
* immigrants -taking job opportunities
* hostility to anything un-American

**The Know Nothing Party:**

* “When curious persons asked members concerning the name, aims, principles, and purposes of the order the usual answer was: "I don't know." This gave rise to the name by which the order was most popularly known "Know Nothing." **The official and political name was the American Party**.”
* Must live in country for 21 years to be a citizen
* Don’t let foreigners or Catholics serve in office
* “Americans should rule America”
* “Put none but Americans on guard tonight.”

**Urbanization:**

* Unlike today, the poor lived on the outskirts of town
* **Violence**
  + No police forces
  + Culture of violence prompted working-class males to preserve their honor in the face of hardship by acting tough
  + Male tavern culture-“the city is infested by gangs of hardened wretches…brought up in Taverns.”
* **Fire**
  + Most terrifying danger to urban life and property
* **Sanitation**
  + Hygiene
    - People dug wells in back yard, despite contamination from outhouses
    - Rain, pits below outhouses overflowed spreading filth and stench
    - Horse manure littered streets
    - Get rid of garbage
      * Hogs and geese in alleys where dogs, rats, and vultures all scavenged
      * Warnings of unattended infants being eaten
* **Why go to city?**
  + Urban wages compared favorable to rural
  + City jobs less physically demanding
  + In town, even the poor sat on chairs instead of stools and ate off plates instead of the common pot
  + Stoves instead of pen fire places
  + Theaters, processions and public markets were offered as well as a wider variety of churches
  + 1840s-running water comes to middle class homes
  + Autonomy

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 127—American Renaissance

March 11, 2020

**Focus**: USE YOUR NOTES to answer the following questions:

1. Why were the Irish “pushed” out of Ireland?

2. Why were the Irish persecuted upon arriving in America?

3. What is the official name of the “Know Nothings?”

4. Why do immigrants settle more in the North than in the South?

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**Student Objectives**:

1. I will analyze the American Renaissance.

2. I will define the following terms:

* Transcendentalism
* Romanticism

**Homework:**

-Read and take notes on Chapter 14 Section 3 pgs. 448-453 (due 3/12)

-Read and take notes on Chapter 14 Section 4 pgs. 454-459 (due 3/17)

-Read and take notes on Chapter 14 Section 5 pgs. 461-466 (due 3/19)

-Chapter 14 Test Tuesday 3/24

**Handouts**:

1. “Resistance to Civil Government” by Henry David Thoreau (Thaw-roe)

2. “Woman in the Nineteenth Century”-Margaret Fuller

3. “The Slaves’ Dream”-Henry Wadsworth Longfellow

I. Transcendentalism and key authors

II. Romanticism and key authors

**Key terms/ideas/ people/places (24)** :

Transcendentalism Romanticism Ralph Waldo Emerson Henry David Thoreau

Margaret Fuller Nathaniel Hawthorne Edgar Allan Poe Emily Dickinson

Henry Wadsworth Longfellow Walt Whitman Herman Melville

**By the end of class today, I will be able to answer the following**:

**What** does Thoreau believe?

**What** does Fuller believe?

**What** is Transcendentalism? Romanticism?

**"Resistance to Civil Government"**

Henry David Thoreau

“Practically speaking, the opponents to a reform in Massachusetts are not a hundred thousand politicians at the South, but a hundred thousand merchants and farmers here, who are more interested in commerce and agriculture than they are in humanity, and are not prepared to do justice to the slave and to Mexico, *cost what it may*. I quarrel not with far-off foes, but with those who, near at home, co-operate with, and do the bidding of those far away, and without whom the latter would be harmless. We are accustomed to say, that the mass of men are unprepared; but improvement is slow, because the few are not materially wiser or better than the many. It is not so important that many should be as good as you, as that there be some absolute goodness somewhere; for that will leaven the whole lump. There are thousands who are *in opinion* opposed to slavery and to the war, who yet in effect do nothing to put an end to them; who, esteeming themselves children of Washington and Franklin, sit down with their hands in their pockets, and say that they know not what to do, and do nothing; who even postpone the question of freedom to the question of free-trade, and quietly read the prices-current along with the latest advices from Mexico, after dinner, and, it may be, fall asleep over them both. What is the price-current of an honest man and patriot to-day? They hesitate, and they regret, and sometimes they petition; but they do nothing in earnest and with effect. They will wait, well disposed, for others to remedy the evil, that they may no longer have it to regret. At most, they give only a cheap vote, and a feeble countenance and Godspeed, to the right, as it goes by them. There are nine hundred and ninety-nine patrons of virtue to one virtuous man; but it is easier to deal with the real possessor of a thing than with the temporary guardian of it.”

**Mohandas Gandhi on Thoreau**:

“Thoreau was a great writer, philosopher, poet, and withal a most practical man, that is, he taught nothing he was not prepared to practice in himself. He was one of the greatest and most moral men America has produced. At the time of the abolition of slavery movement, he wrote his famous essay "On the Duty of Civil Disobedience". He went to [gaol](http://en.wikipedia.org/wiki/Prison) for the sake of his principles and suffering humanity. His essay has, therefore, been sanctified by suffering. Moreover, it is written for all time. Its incisive logic is unanswerable.”

**Martin Luther King, Jr. on Thoreau:**

“During my student days I read Henry David Thoreau's essay *On Civil Disobedience* for the first time. Here, in this courageous New Englander's refusal to pay his taxes and his choice of jail rather than support a war that would spread slavery's territory into Mexico, I made my first contact with the theory of nonviolent resistance. Fascinated by the idea of refusing to cooperate with an evil system, I was so deeply moved that I reread the work several times.”

“I became convinced that noncooperation with [evil](http://en.wikipedia.org/wiki/Evil) is as much a moral obligation as is cooperation with good. No other person has been more eloquent and passionate in getting this idea across than Henry David Thoreau. As a result of his writings and personal witness, we are the heirs of a legacy of creative protest. The teachings of Thoreau came alive in our civil rights movement; indeed, they are more alive than ever before. Whether expressed in a [sit-in](http://en.wikipedia.org/wiki/Sit-in) at lunch counters, a [freedom ride](http://en.wikipedia.org/wiki/Freedom_rides) into Mississippi, a peaceful protest in Albany, Georgia, a [bus boycott in Montgomery, Alabama](http://en.wikipedia.org/wiki/Montgomery_bus_boycott), these are outgrowths of Thoreau's insistence that evil must be resisted and that no moral man can patiently adjust to injustice.”

Woman in the Nineteenth Century

Margaret Fuller

Meanwhile, not a few believe, and men themselves have expressed the opinion, that the time is come when Eurydice is to call for an Orpheus, rather than Orpheus for Eurydice; that the idea of Man, however imperfectly brought out, has been far more so than that of Woman; that she, the other half of the same thought, the other chamber of the heart of life, needs now take her turn in the full pulsation, and that improvement in the daughters will best aid in the reformation of the sons of this age….

Yet, by men in this country, as by the Jews, when Moses was leading them to the promised land, everything has been done that inherited depravity could do, to hinder the promise of Heaven from its fulfillment. The cross, here as elsewhere, has been planted only to be blasphemed by cruelty and fraud. The name of the Prince of Peace has been profaned by all kinds of injustice toward the Gentile whom he said he came to save. But I need not speak of what has been done towards the Red Man, the Black Man. Those deeds are the scoff of the world; and they have been accompanied by such pious words that the gentlest would not dare to intercede with "Father, forgive them, for they know not what they do…."

It may well be an Anti-Slavery party that pleads for Woman, if we consider merely that she does not hold property on equal terms with men; so that, if a husband dies without making a will, the wife, instead of taking at once his place as head of the family, inherits only a part of his fortune, often brought him by herself, as if she were a child, or ward only, not an equal partner.

The Slave's Dream

Henry Wadsworth Longfellow

Beside the ungathered rice he lay,   
His sickle in his hand;   
His breast was bare, his matted hair   
Was buried in the sand.   
Again, in the mist and shadow of sleep,   
He saw his Native Land.

Wide through the landscape of his dreams   
The lordly Niger flowed;   
Beneath the palm-trees on the plain   
Once more a king he strode;   
And heard the tinkling caravans   
Descend the mountain-road.

He saw once more his dark-eyed queen   
Among her children stand;   
They clasped his neck, they kissed his cheeks,   
They held him by the hand!--   
A tear burst from the sleeper's lids   
And fell into the sand.

And then at furious speed he rode   
Along the Niger's bank;   
His bridle-reins were golden chains,   
And, with a martial clank,   
At each leap he could feel his scabbard of steel   
Smiting his stallion's flank.

Before him, like a blood-red flag,   
The bright flamingoes flew;   
From morn till night he followed their flight,   
O'er plains where the tamarind grew,   
Till he saw the roofs of Caffre huts,   
And the ocean rose to view.

At night he heard the lion roar,   
And the hyena scream,   
And the river-horse, as he crushed the reeds   
Beside some hidden stream;   
And it passed, like a glorious roll of drums,   
Through the triumph of his dream.

The forests, with their myriad tongues,   
Shouted of liberty;   
And the Blast of the Desert cried aloud,   
With a voice so wild and free,   
That he started in his sleep and smiled   
At their tempestuous glee.

He did not feel the driver's whip,   
Nor the burning heat of day;   
For Death had illumined the Land of Sleep,   
And his lifeless body lay   
A worn-out fetter, that the soul   
Had broken and thrown away

Notes

Class 127—American Renaissance

March 11, 2020

**Transcendentalism:**

* The belief that people could rise above material things
* Individualism-put every person in touch with the divine, without any need for tradition, a written scripture, or an institutional church
* Enforced the qualities of
  + Self-reliance
  + Willingness to question authority
  + Quest for spiritual nourishment
* Key transcendentalists:
  + Ralph Waldo Emerson
  + Henry David Thoreau
  + Margaret Fuller

**Romanticism:**

* Great interest in nature, an emphasis on individual expression, and a rejection of many established rules
* Key Romantics
  + Nathaniel Hawthorne-*Scarlett Letter*
    - Surrealism and symbolism-preferred to call his long works of fiction “romances” rather than novels
  + Edgar Allan Poe
  + Emily Dickinson
  + Henry Wadsworth Longfellow
  + Walt Whitman
  + Herman Melville

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 128— Great Awakening and Temperance

March 12, 2020

**Focus**: USE YOUR NOTES to answer the following questions:

1. What were the reasons the Irish and the Germans were pushed out of their countries?

2. What is transcendentalism?

3. Who were the transcendentalists?

4. What is Romanticism?

5. Who were the Romantics?

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**Student Objectives**:

1. I will analyze the Second Great Awakening.

2. I will analyze the temperance movement.

**Homework:**

-Read and take notes on Chapter 14 Section 4 pgs. 454-459 (due 3/17)

-Read and take notes on Chapter 14 Section 5 pgs. 461-466 (due 3/19)

-Chapter 14 Test Tuesday 3/24

**Handouts**:

none

I. Second Great Awakening

II. Temperance Movement

**Key terms/ideas/ people/places**:

Second Great Awakening Lyman Beecher Charles Finney Burned-Over District

Erie Canal Demon Rum “T-Totalers”

**By the end of class today, I will be able to answer the following**:

**What** is the difference between temperance and prohibition?

**Where** is the burned –over district? How did it get its name?

Notes

Class 128— Great Awakening and Temperance

March 12, 2020

**social reform**: organized attempt to improve what is unjust or imperfect in society

**The Second Great Awakening:**

* did away with the notion of predestination, the idea that people were predestined to go to heaven.

**Lyman Beecher:**

* Sermons proclaimed the universal appeal of the Risen Christ to every race, nation, gender, and class
* He does preach revivals
* Mission to help transform society

**Charles Finney:**

* Saw himself carrying on the work of Edwards and Whitefield-called their revivals the First Great Awakening and theirs the Second Great Awakening
* Finney and Beecher don’t get along but will eventually mend their fences, Beecher even invited Finney to preach at his church in Boston.

**Burned-Over District:**

-Erie Canal

-extensive moral decay that was following the expansion of transportation and commerce

* + Mule boys
  + Cabin girls
* Evangelical fires raged fiercely
* Charles Finney did most of his work (emphasized good works-good deeds and piety)
* Boatman’s Friend Society-help workers
* Bethel churches-churches founded especially for boatmen
* Missionaries-sometimes taunted cursed or threatened with fist/knives
* Burned-Over District evangelical fires ignited many of the era’s social reform movements:
  + asylums for orphans
  + mentally ill
  + temperance
  + health reform
  + public education
  + abolitionists

**Temperance and Demon Rum:**

* Irish-Catholicism, alcohol makes people poor, beatings, child abuse-everything that’s wrong with society
* American Temperance Society
* 1825-average American over 15 consumed 7 gallons of alcohol a year (whiskey/cider)
  + - Turn of 21st Century-less than 2 gallons (beer/wine)
* All social classes drink heavily
  + School Children might have a drunk teacher in the classroom
* Temperance workers drove the “water wagon” through towns encouraging converts to jump on
* Temperance=moderation-condemned distilled liquors but not beer and wine
* “taking the pledge”-like AA meetings—sign document…if you place a “T” by your name = no booze = “T-Totalers”
* By 1840, the average person over 15 drinks 1.8 gallons a year

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7th Grade Social Studies

U.S. History from the Revolution to Reconstruction

Class 129— Social Reformers

March 13, 2020

**Focus**: USE YOUR NOTES to answer the following questions:

1. What is the official name of the “Know Nothings?”

2. What is the difference between the Romantics and the Transcendentalists?

3. Who is Lyman Beecher? Who is Charles Finney?

4. What is the burnt-over district?

5. What is temperance?

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**Student Objectives**:

1. I will analyze the contributions of the following social reformers:

* Dorothea Dix
* Horace Mann
* Prudence Crandall
* Thomas Gallaudet
* Samuel Gridley
* Sylvester Graham
* Sam and Will Kellogg

**Homework:**

-Read and take notes on Chapter 14 Section 4 pgs. 454-459 (due 3/17)

-Read and take notes on Chapter 14 Section 5 pgs. 461-466 (due 3/19)

-Chapter 14 Test Tuesday 3/24

**Handouts**:

1. Memorial to the Massachusetts Legislature (1843)-Dorothea Dix

2. McGuffy Reader 1836

I. Social Reform

A. Mentally Ill

B. Education

C. Diet/health

**Key terms/ideas/ people/places**:

Dorothea Dix Horace Mann Normal Schools Common schools Prudence Crandall

Thomas Gallaudet Samuel Gridley Sylvester Graham Sam and Will Kellogg

John Kellogg

**By the end of class today, I will be able to answer the following**:

**How** where the mentally ill treated according to Dix?

**What** did Mann create to help education?

**How** has diet changed? How is it the same?

Memorial to the Massachusetts Legislature (1843)

Dorothea Dix

I proceed, gentlemen, briefly to call your attention to the present state of insane persons confined within this Commonwealth, in cages, closets, cellars, stalls, pens! Chained…beaten with rods, and lashed into obedience. . . .

Besides the above, I have seen many who, part of the year, are chained or caged. The use of cages all but universal. Hardly a town but can refer to some not distant period of using them; chains are less common; negligences frequent; wilful abuse less frequent than sufferings proceeding from ignorance, or want of consideration. I encountered during the last three months many poor creatures wandering reckless and unprotected through the country. . . . But I cannot particularize. In traversing the State, I have found hundreds of insane persons in every variety of circumstance and condition, many whose situation could not and need not be improved; a less number, but that very large, whose lives are the saddest pictures of human suffering and degradation.

Notes

Class 129— Social Reformers

March 13, 2020

* Dorothea Dix
  + mentally ill, prison reform
* Horace Mann-education
  + Normal Schools”-colleges to train teachers
  + Common schools
    - Whole population would have in common
    - Tuition free, tax supported, statewide standards and curriculum, textbooks and facilities
* Sam and Will Kellogg-follow Graham’s diet
  + Feed people cereal
  + John Kellogg-invented corn flakes
* Thomas Gallaudet
  + Creates American sign language and school for the deaf
* Samuel Gridley-blind students
* Sylvester Graham
  + Exercise clubs/walking/diet
  + More fruits and vegetables
  + Creates new process for milling flour-Graham Cracker
* Prudence Crandall-school for African American girls
* Opposed by Connecticut authorities