

American Antebellum Reform Movements

WebQuest Description: Webquest studying the Antebellum Reform Movements in the period of time before the American Civil War.

Grade Level: 9-12

Curriculum: Social Studies

Keywords: antebellum reforms, united states history, Civil War, social reform, social change

Published On:

Last Modified: 2017-09-18 23:47:43

WebQuest URL: <http://zunal.com/webquest.php?w=361194>

Introduction

The Antebellum Era of American history was filled with social reforms ranging from temperance and religious revival to the advancement of women's rights. These social reforms were organized attempts to improve society in the spirit of Jacksonian democracy, which sought to make the political system fairer for all in American society. Many Americans then took this spirit of Jacksonian democracy and applied it to different social aspects of their lives. In this WebQuest, you will explore one (1) Antebellum Reform movement and ultimately teach your classmates about the successes and shortcomings of the reform movement in the context of the Antebellum culture. Explore the following webpages and documents to gain more information about the Antebellum Reform Movements.

Tasks

You are a reporter for the New York Times in Antebellum America and your boss has commissioned you to write about one of the social reform movements that has been sweeping the nation. He tells you that this assignment will take your career to the next level if it's done well enough, but you are going to have to relocate and immerse yourself into a community, looking at how the town you move into has embraced (or not embraced) a reform movement and what it has meant for the town's residents. Leaving New York City behind for an entirely different environment, you are looking to fit into one of these social reform movements and gather information to write the most complete news article as you possibly can. By the end of this WebQuest, you will be able to: Defend a particular Antebellum Social Reform as a success or a failure. Design a news article or image arguing your Antebellum Social Reform as both a success and a failure. Explain the context of your Antebellum Social Reform to your classmates and why it is important to American society before the Civil War. Best of luck!

Process

By the end of this WebQuest, you will be able to: Defend a particular Antebellum Social Reform as a success or a failure. Create a news article or image arguing your Antebellum Social Reform as both a success and a failure. Explain the context of your Antebellum Social Reform to your classmates and why it is important to American society before the Civil War. As any good news reporter, you begin to do your research about a reform movement you want to cover. Use the documents below to gain some background into a movement and get an idea as to what you want to cover more in depth. As you prepare to leave the office for the last time before this assignment, your boss reminds you to "toe the mark" and follow the orders he has written for you so you don't forget what you're supposed to do in the three months you're on this journey. To make the article accessible for the patrons of the New York Times, he wants you to hit the following points, at the bare minimum. What was life like before the social reform movement? Why did the movement take place in this town? How has life changed since the reform movement? What is life like there now? As you delve into this endeavor, click on the document that corresponds to the social reform movement you have chosen! Answer all of the prompts in the same Word document and submit that document at the end of the class period.

Evaluation

Use the following rubric to assess yourself and check to make sure your work is the best that it can be before you hand it in. The rubric will also be attached as a document. Download the document and highlight the scores you believe you honestly deserve as a result of the effort you put in and the quality of the work you are submitting. Don't forget to submit your own self-scored rubric along with your completed news article!

Category and Score	Mastery (5-4)	Proficient (3)	Needs Improvement (2-1)	Absent (0)	Score
Historical Accuracy	<p>Historical accuracy is present. No missing and/or incorrect details regarding the time period.</p> <p>Student work goes above and beyond the expectations for historical accuracy; the entirety of the piece contains references to social nuances and vantage points that are unique to the era.</p> <p>Student work references historical events that are relative to the time period, making connections between the Antebellum era and previous eras.</p> <p>Student work makes new connections and expands upon the connections made in class.</p>	<p>Historical accuracy is mostly present. Both main topic and supporting ideas are of the correct time period, with minor missing and/or incorrect details.</p> <p>Student work references social history that comes from the Antebellum era.</p> <p>Student work references historical events in the Antebellum era, but does not reference prior events.</p> <p>Student work is connected to the class discussions and connections made during class.</p>	<p>Historical accuracy is barely present, but supporting details are not historically accurate.</p> <p>Student work contains descriptions of events or uses technology or social events that were not part of the time period or in a similar time period.</p> <p>Student work references events that occurred after the time period in question and does not include the Antebellum era.</p> <p>Student work is not connected to the class discussions and connections made during class.</p>	Historical Accuracy is absent.	/5
Creativity	News article is creative and engages the reader as a newspaper article would.	News article is mostly creative and mostly engages the reader as a newspaper article would.	News article is somewhat creative and slightly engages the reader as a newspaper article would.	Creativity is absent.	/5
Stays on Task	Thoughts are clear and organized. Organization of ideas is clear and logical.	Thoughts are somewhat clear and partially organized. Organization could use minor improvements.	Thoughts are not clear and not organized. Major revisions to organization need to occur.	Does not stay on task.	/5
Grammar & Syntax	Grammar and syntax follow the norms of conventional American English. Writing is clear and organized, leaving no thought unfinished.	Grammar and syntax mostly follow the norms of conventional American English. Writing is clear and organized, leaving some thoughts unfinished.	Grammar and syntax rarely follow the norms of conventional American English. Writing is clear and organized, leaving most thoughts unfinished.	Grammar and syntax according to the conventions of standard written English are not followed. Most to all thoughts are not finished.	/5
Total Score					/20

Conclusion

As you hand in your Webquest assignments, I want you to think back on the process and answer the following question to keep in mind as we move forward in our class: How did differing opinions on social reform affect how our nation was divided prior to and during the Civil War? Has this division ended?

Teacher Page

Standards

New York State Social Studies Framework: Grade 7 Standard 12: Unequal and oppressive social structures sparked resistance efforts by slaves and reform movements to address social, political, and economic inequalities in the United States. 7.12.a: Early reform movements applied religious ideals and transcendentalist philosophy to respond to social problems. 7.12.b: Enslaved African Americans found a variety of ways to resist the institution of slavery. 7.12.c: Abolitionists' actions increased the awareness of slavery and motivated enslaved African Americans to take greater risks to achieve freedom in the United States. 7.12.d: Women joined the movements for abolition and temperance, and organized to advocate for women's property rights, fair wages, education, and political equality. 7.12.e Immigrant workers, low-wage earners, and women organized unions and political institutions to fight for safe and fair working conditions in industrialized areas. 7.12.f: Immigrant and Native American groups struggled to acquire basic rights. 7.12.g: Social reformers also illuminated the need for improvements in education and mental health care.

Grade 11 Standard 3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 - 1865): As the nation expanded, growing sectional tensions, especially over slavery, resulted in political and constitutional crises that culminated in the Civil War. 11.3b: Students will investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick

Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom's Cabin).11.3b: Students will examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).11.3b: Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.

Credits

The image on the Tasks page of this webquest was taken from Syracuse University and their collection of primary sources on the Antebellum era and can be accessed at the following link: <https://library.syr.edu/digital/images/o/OneidaCommunityPhotos/010.jpg>. All other images in this Webquest were accessed through the public domain.

Other