

Unit 4 Quadrant Sheet: Reform and Expansion

P ____ D ____

EQ: How did reform and western expansion characterize Antebellum America, 1820-1850?

* Testing Date(s): _____

<p>1. Chronological Thinking due _____</p>	<p>2. Historical Comprehension due _____</p>
<p>Westward Expansion Flip Book!</p> <p>13 colonies, US in 1783, Louisiana Purchase, Adams-Onis, Texas Annexation, Oregon Country, Mexican Cession, Gadsden Purchase</p> <p>On each page include a significance statement that states how the United States acquired that territory.</p> <p><u>Honors Extension</u>: Add pages into flip book between land acquisition including American Revolution, Lewis and Clark, Zachary Taylor at the Rio Grande, traveling on the Oregon Trail and the California Gold Rush. For each additional page, include a corresponding significance statement</p>	<p><u>REFORM!</u></p> <p>How did daily life in America change from 1820-1850? Create a graphic organizer that details basic information about the following aspects of American Reform:</p> <p>--Revivalism/2nd Great Awakening, Transcendentalism, Utopian Communities, Prison Reform, Temperance, Public Education, Abolition, Women's Rights</p> <p>Make sure to include: goal of reform, major people involved and overall accomplishments of each movement</p> <p><u>Honors Extension</u>- Top Five List. Who do you think impacted the history of the United States in the biggest way? Pick them and fully explain your answer!</p>
<p>3. Analysis & Interpretation due _____</p>	<p>4. Historical Research/Synthesis due _____</p>
<p>American Progress, John Gast Analysis</p> <p>Using the handout provided in class, analyze John Gast's <i>American Progress</i> painting. Based on your study of the painting, you will be asked to interpret John Gast's view of Manifest Destiny.</p> <p>Honors extension: Analyze an excerpt of John O'Sullivan's <i>Manifest Destiny</i> using the guided questions provided in class.</p>	<p>Reformers Baseball Project</p> <p>Using the directions provided in the handout, create a baseball card for a specific reformer. You will be assigned a reformer and you will be expected to become an expert on this person. You will need to be able to discuss your reformer with classmates in an informal meet-and-greet presentation session.</p> <p><u>Honors Extension</u>: Include a timeline of major events in your reformer's life and two journal entries or letters written from the perspective of the reformer describing the world in 1840 and detailing how they wish to change it.</p>

Unit 4 vocabulary:

You will need to know these terms by the end of the Unit. They will be part of our lessons in class and outside Quadrant activities. You should use these terms as an overview of the unit, a guideline about what we should be learning along the way, an a checklist for what you should know before the test. :)

Reform

- * Revivalism/Charles Grandison Finney
- * Second Great Awakening
- * A.M.E. Church/ Richard Allen
- * Prison Reform/Dorothea Dix
- * Public Education/Horace Mann
- * Utopias/Shakers
- * Mormons/Joseph Smith
- * Hudson River School/Thomas Cole
- * Transcendentalism
 - + Emerson and Thoreau
 - + civil disobedience
 - + American Renaissance
- * Abolition
 - + William Lloyd Garrison
 - + David Walker
 - + Frederick Douglass
 - + Nat Turner
 - + Gag Rule
- * Cult of Domesticity
- * Seneca Falls Convention (Mott/Stanton)
- * Declaration of Rights and Sentiments
- * *Ain't I A Woman*, Sojourner Truth
- * Temperance/WCTU

Expansion

- * Manifest Destiny
- * Santa Fe Trail/Oregon Trail
- * Mormon Migration
- * Texas Revolution
 - + Santa Anna/the Alamo
 - + Sam Houston
 - + Treaty of Velasco/Lone Star Republic
- * James K. Polk, "Fifty-Four Forty or Fight!"
- * Mexican-American War
 - + John Slidell
 - + Zachary Taylor/Rio Grande
 - + Abe Lincoln/"Spot Resolution"
 - + Winfield Scott/Invasion of Mexico
 - + Treaty of Guadalupe-Hidalgo
- * Gadsden Purchase
- * California Gold Rush
- * 49ers