March 25 & 26, 2013

Reform

*No Bell Ringer*

**Lesson**

1. Project an image of a revival meeting such as the image for “Camp Meeting:” <http://amhistory.si.edu/petersprints/lithograph.cfm?id=325366&Keywords=revival&Results_Per=10&search_all=true>
2. Facilitate a discussion with students about the lithograph.
   1. **What is the purpose of this gathering?**
   2. **What are your observations about this lithograph?  Describe what you see.**
3. Distribute Handout: **Religious Revivalism** (1 per student).
   1. Students “buddy read” the Handout: **Religious Revivalism** with a partner.
4. Facilitate a discussion about religious revivals in the mid-19th century.
   1. **What was the religious influence on social movements?**
5. Divide the class into groups of six.
   1. Each student in the Reform Mixer group will become a member of an Expert Group – Expert Group numbers 1-5.
   2. Each Expert Group studies a 19th century reform movement to become an expert in that area of reform.
      1. Group Member #1:  Public Education
      2. Group Member #2:  Temperance
      3. Group Member #3:  Women’s Rights
      4. Group Member #5:  Care of the Disabled and Mentally Ill/Prison Reform
      5. Group Member #6:  Abolition
   3. All Expert Group #1 members collaborate on their reform area.  All Expert Group #2 members collaborate, etc., for each of the six experts.
6. Distribute Handout: **19th Century Reform Research** (1 per group), making sure each student in the group receives his/her appropriate page of the handout.
7. Students collaborate in their Expert Groups to research 19th century reforms *(Encourge student to be sure to include figures such as Frederick Douglass, Susan B. Anthony, and Elizabeth Cady Stanton as major historic figures associated with reform movements.)*
8. Facilitate a discussion with each Expert Group during their research using the Teacher Resource: **19th Century Reform Research Guide** as appropriate.
9. Expert Group members disperse to return to their Reform Mixer groups to share their research with their home group members.
10. Distribute Handout: **Reform Movement Notes** (1 per student).
11. During the Reform Mixer, experts assume the role of a reformer associated with their reform area to share out what they learned about the reform movement.
12. Each expert presents his or her reform era, through the voice of the reformer, for 2 minutes. Group members, who are listening, take notes about all other reforms and reformers on Handout: **Reform Movement Notes**.
13. Reform Mixer Groups rank each reform movement presented, according to its impact on America in the 19th century.
14. Facilitate a whole class discussion.
    1. **What have been the contributions of significant social leaders of the United States?** *Be sure to include figures such as Frederick Douglass, Susan B. Anthony, and Elizabeth Cady Stanton.*
    2. **What have been the political, social, and economic contributions of women to American society?**
    3. **aWhat has been the impact of reform movements?**