



# Abolition, Suffrage, & Citizenship

## UNIT ADDENDUM

5th Grade Social Studies

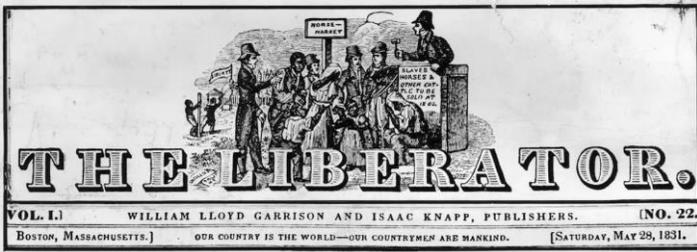
Unit 2

Suggested Duration: 21 days

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## UNIT SYNOPSIS



Despite the Declaration of Independence’s call for the universal rights of mankind, as the new United States developed throughout the 19th century, it failed to extend the Constitution’s protections of liberty and justice to most Americans. White Americans continued to enslave African Americans, especially in the South. In the mid-19th century, amid a national wave of reform, anti-slavery advocates, called abolitionists, gained power and visibility as formerly enslaved men and women, such as Frederick Douglass and Sojourner Truth, gave speeches

across the country and published writings about the horrors of slavery. Their powerful words and actions encouraged more Americans to confront the issue. At the same time, another movement for rights was gaining traction. At Seneca Falls in 1848, a group of women activists joined together to fight for women’s rights and women’s suffrage.

Together, these two movements fought to secure for Black Americans and American women the full rights of citizenship already promised to white men. And, ultimately, both movements were successful. Between 1865 and 1870, the United States ratified the 13th, 14th, and 15th amendments, permanently abolishing slavery and guaranteeing basic citizenship rights, including voting, to Black men. In 1920, Congress ratified the 19th Amendment, granting women the right to vote. Although significant, legally establishing these rights has not been enough to guarantee full exercise of these rights to women and, particularly, to Black Americans. Following the legal establishment of political equality, Americans have continued to agitate for full access to and the protection guaranteed by these rights and still work to make meaningful change in our country.

The National Standards for History call for elementary students to understand “how democratic values came to be, and how they have been exemplified by people, events, and symbols.” In this unit, you will introduce your students to the Americans who fought to hold the nation accountable to its democratic promise and sought to ensure all Americans had access to the full promises of liberty and freedom guaranteed by our democracy. Your students will first explore the abolition movement, its key leaders, and their impact on the struggle against slavery in the United States. As you continue to guide students through this unit, they will go on to learn about how abolition influenced the course of the Civil War and led to the freedom of all enslaved African Americans by the end of the war. Students will then study the leaders and actions of suffragists and their movement to secure the right to vote for women. The unit will conclude with a study of the meaning of citizenship today and the ways Americans continue to fight to expand and protect their rights as citizens across the nation.

The study of abolition, suffrage, and citizenship outlined in this unit will ensure your students understand the role Americans have played in creating a more just country for all. In doing so, students will leave this unit eager to learn more about how future

generations continued this struggle and fought to realize their rights long after the 13th, 14th, 15th, and 19th amendments were ratified. This will set the stage for their future study of the 20th-century Civil Rights Movement.

This unit is also designed to dispel narratives that minimize the agency of individual abolitionists and suffragists, especially suffragists of color. Often, the story of the Civil War is told without acknowledging the significant work done by Black abolitionists to bring about the end of slavery in the United States. The story is instead told as if one day, Abraham Lincoln and the nation suddenly changed their minds and committed to a war against slavery. Such a narrative is not only improbable but erases the labor of Black abolitionists, such as Frederick Douglass, in changing the hearts and minds of Americans before and during the war. This unit also attempts to highlight the voices of a more diverse group of suffragists than are typically studied in schools. While most Americans know about Susan B. Anthony, fewer think about the role Sojourner Truth played as a suffragist and an abolitionist, and fewer still recognize the writing and work of Mexican American women such as Jovita Idár. Throughout this unit, highlight the agency and contributions of all those who advanced these powerful movements for change.

To teach these powerful ideas, you will use highly engaging whole-class Read Aloud books as well as nonfiction articles that introduce and reinforce key ideas about abolition, suffrage, and citizenship. Students will showcase their knowledge through project work—including writing a speech calling for change today and commemorating the legacy and work of abolitionists!

## CONTENT STANDARDS

CONTENT STANDARDS	
<p><b>History</b></p> <p>5.4 The student understands political, economic, and social changes that occurred in the United States during the 19th century.</p> <p>(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War</p> <p>(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15<sup>th</sup> amendments to the U.S. Constitution</p> <p><b>Geography</b></p> <p>5.8 The student understands how people adapt to and modify their environment.</p> <p>(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs</p>	<p><b>Citizenship</b></p> <p>5.17 The student understands the importance of individual participation in the democratic process at the local, state, and national levels</p> <p>(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels</p> <p>5.18 The student understands the importance of effective leadership in a constitutional republic.</p> <p>(B) identify leadership qualities of national leaders, past and present</p> <p>5.19 The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights.</p> <p>(A) describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right</p>

(B) analyze the positive and negative consequences of human modification of the environment in the United States.

**Economics**

5.11 The student understands the impact of supply and demand on consumers and producers in a free enterprise system.

(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States

**Government**

5.14 The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights

(C) explain the reasons for the creation of the Bill of Rights and its importance

**Citizenship**

5.16 The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity.

to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

**Culture**

5.21 The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture

(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity

**Social Studies Processing Skills**

5.23 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

5.24 The student uses geographic tools to collect, analyze, and interpret data.

(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

5.25 Social Studies skills. The student communicates in written, oral, and visual forms.

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

5.26 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.

## VERTICAL STANDARDS

This section details the **progression** of key student expectations/standards\*\* in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

4th Grade Social Studies	5 <sup>th</sup> Grade Social Studies	6th Grade Social Studies
Students will engage in a course about Texas history and how the communities have changed over the history of Texas.	<b>Students will engage in a course about US history and how the United States was colonized and the change over the course of time.</b>	Students will engage in a course about geography, government, and culture throughout the world.

## VOCABULARY GLOSSARY

KEY CONTENT VOCABULARY	
<b>Abolition/Abolitionist</b>	The act of abolishing slavery, to get rid of slavery. A person who fights for the act of abolishing slavery.
<b>Frederick Douglass</b>	A leader of the abolition movement once enslaved himself. Became a prominent activist, author and public speaker.
<b>Harriet Tubman</b>	Escaped slavery in the Southern United States. Helped lead many other enslaved people to freedom, as a “conductor” on the underground railroad. Leader and activist in the abolition movement. Served as a spy and nurse during the Civil War.
<b>Sojourner Truth</b>	A leader in the abolition movement once enslaved herself. Used her stories and speeches to travel around the country and help people understand how immoral slavery was.
<b>Underground Railroad</b>	The underground railroad was not a real railroad. Rather an organization of people called “conductors” who led the enslaved along different routes to free states. The hideouts and homes where the enslaved hid along the way were called stations or depots.
<b>Civil War</b>	The Civil War was the deadliest war in American history fought from 1861 to 1865. The war was fought between the southern and northern states of the United States. The southern states did not want to be a part of the United States anymore mostly due to losing the right to enslave people and decided to make their own country called the Confederacy. The Northern states wanted to stay one country and were against enslavement. The war ended in April 1865 when the South surrendered to the North.
<b>Emancipation Proclamation</b>	The Emancipation Proclamation was an order given on January 1st, 1863, by Abraham Lincoln to free the enslaved. However not all enslaved were set free immediately, eventually the order set millions of enslaved

	free after the Civil War. The order also allowed for black men to fight in the Union Army helping the North win the Civil War.
<b>The 13th Amendment</b>	The 13th Amendment was adopted to the constitution on December 6th, 1865 and made slavery illegal in the United States.
<b>The 14th Amendment</b>	The 14th Amendment is the longest amendment to the Constitution. It was ratified in 1868 in order to protect the civil rights of freed slaves after the Civil War. It states that anyone born in the United States is a citizen and has the rights of a citizen and had equal protection under the law, due process and civil rights.
<b>The 15th Amendment</b>	The 15th Amendment protects the voting rights of all citizens regardless of race or the color of their skin. It also protected the voting rights of former slaves. It was ratified on February 3rd 1870.
<b>Citizenship Rights</b>	Certain rights that are given to only those who are considered a citizen of the U.S citizens, including the right to vote, to apply for federal employment, to run for elected office, to obtain a U.S. passport and to not be denied re-entry into this country.
<b>Juneteenth</b>	Juneteenth is a holiday commemorating the freedom of the last to be enslaved in the United States in Galveston, Texas. The name Juneteenth is a combination of the words June and nineteenth. The day is also called Emancipation Day and Freedom Day.
<b>Suffrage/Suffragist</b>	The right to vote. Someone who is fighting for the equal right to vote. The Women's suffrage is about the fight for the right of women to vote and to hold an elected office.
<b>Seneca Falls Convention</b>	The first women's rights convention was held in Seneca Falls, New York in 1848. Around 300 people attended the meeting which was led by Lucretia Mott and <a href="#">Elizabeth Cady Stanton</a> . The main outcome of the meeting was the "Declaration of Sentiments", a document similar to the <a href="#">Declaration of Independence</a> . It stated that women should have equal rights to men including the right to vote.
<b>Elizabeth Cady Stanton</b>	A leader in the Women's suffrage. Elizabeth and several other women held the first women's rights convention in Seneca Falls, New York. Elizabeth presented an important document called the Declaration of Sentiments. This document was modeled after the <a href="#">Declaration of Independence</a> and said that women and men were created equal and should be treated the same under the law. Many people spoke at the event including the famous abolitionist and former slave <a href="#">Frederick Douglass</a> .
<b>Susan B. Anthony</b>	Susan B. Anthony was a women's rights leader in the late 1800's. She helped lead the way for <a href="#">women's suffrage</a> in the United States, which is the right to vote. First, she would speak at conventions and meetings. Then she helped run a civil rights newspaper, with fellow women's activist Elizabeth Cady Stanton, called The Revolution. Together with Elizabeth Cady Stanton, Susan founded the National Women's Suffrage Association in 1869. It was through this organization that Anthony would work to get women the right to vote.
<b>The 19th Amendment</b>	The Nineteenth Amendment guaranteed women the right to vote throughout the United States. It was first introduced to Congress in 1878 but wasn't ratified until over 41 years later August 18, 1920.

<b>Activist</b>	A person who campaigns to bring about change in political and social change.
<b>Civil Rights</b>	Civil rights for every person mean that regardless of gender, skin color, religion, nationality, age, disability, or religion, a person should not be discriminated against. Civil rights include the right to free speech, privacy, religion, assembly, a fair trial, and freedom of thought.