

8th Grade US History

Unit 8: Reform

Unit Overview

In this unit, students explore the powerful wave of reform movements that emerged in the United States during the early to mid-1800s. Building on the democratic ideals of the Revolution and the religious fervor of the Second Great Awakening, reformers challenged injustice and sought to reshape society. Students investigate the ways enslaved people resisted oppression, the rise of abolitionist leaders, and how religious revival inspired movements for education, prison reform, and temperance. They also study the growing women's rights movement, beginning with the Seneca Falls Convention and expanding through the voices of leaders like Elizabeth Cady Stanton, Frederick Douglass, and Sojourner Truth.

Through readings, primary sources, and analysis of reform leaders, students examine how individuals and groups demanded greater equality and justice, often at great personal risk. They will see how reformers used speeches, literature, political action, and direct resistance to advocate for change, while also confronting the limits of inclusion within these movements—especially the exclusion of women of color and the backlash against abolitionists.

By the end of the unit, students will understand that the reform era was both a time of hope and contradiction. Reformers laid critical foundations for future struggles for freedom and equality, yet their efforts also revealed the deep divisions in American society over human rights. These reform movements not only reshaped the nation in the 19th century but also set the stage for ongoing debates about justice, equality, and democracy in America.

Content Standards

Reform and Culture		Connected Knowledge and Skills 8.22, 8.23, 8.25
<p>8.24 Culture. The student understands the major reform movements of the 19th century.</p> <p>8.26 Culture. The student understands the relationship between the arts and the times during which they were created.</p>		
STAAR	Readiness Standards	Supporting Standards
1-4 items	<p>8.1(A)^ identify the major eras in U.S. history through 1877, including ... reform movements, ... and describe their causes and effects</p> <p>8.24(A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery</p> <p>8.24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled</p>	<p>8.10(A)^ locate places and regions directly related to major eras and turning points in the United States during the ... 19th centuries</p> <p>8.22(B) describe the contributions of significant political, social, ... leaders of the United States such as Frederick Douglass, ... Susan B. Anthony, and Elizabeth Cady Stanton</p> <p>8.23(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs</p> <p>8.23(E)^ identify the political, social, and economic contributions of women to American society</p> <p>8.25(B) describe religious influences on social movements, including the impact of the ... second Great Awakening</p> <p>8.26(A)^ identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, ... and transcendental literature</p> <p>8.26(B) analyze the relationship between fine arts and continuity and change in the American way of life</p>

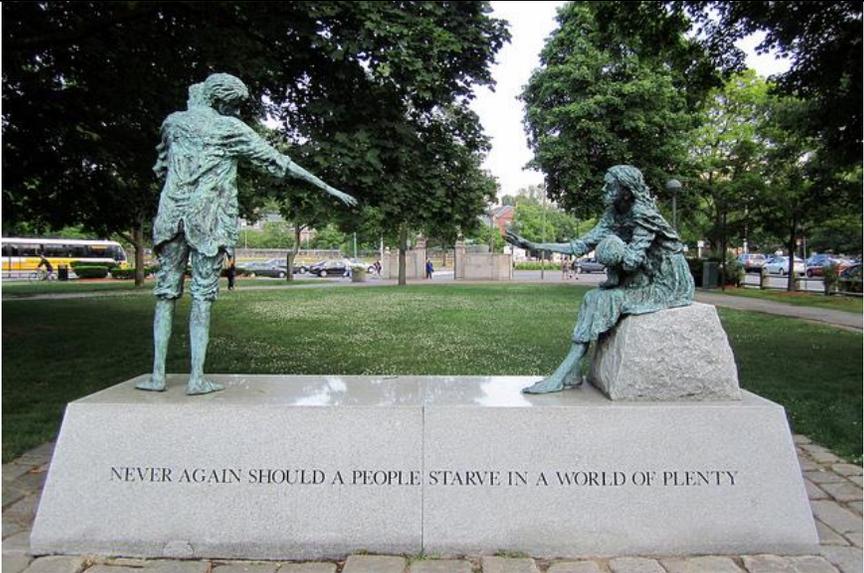
Unit At-A-Glance

Lesson 01: Resistance to Slavery
Lesson 02: The Second Great Awakening
Lesson 03: Abolition
Lesson 04: The Abolitionists Documentary
Lesson 05: The Women's Rights Movement_Day 1
Lesson 06: The Women's Rights Movement_Day 2
Lesson 07: Putting it All Together
Flex Day

Key Standards	Roadmap	Building Background	STAAR Question	Vertical Alignment	Content
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STAAR Questions

Level	Skill TEK	Know. TEK	Questions STAAR Aligned	Correct Answer
EASY	--	12.D (R)	<p>Compared to the South, the North had:</p> <p>A. Colder winters, shorter summers. B. Wetter winters, drier summers C. Shorter winters, warmer summers D. Warmer winters, longer summer</p>	A
MED	--	12.D (R)	<p>Why did manufacturing in the North develop more rapidly than it did in the South?</p> <p>A. the North had fast moving rivers and a ready work force whereas the South did not B. the North had established contracts with companies before the South did C. the South was not as interested in manufacturing as the North was D. the South did experience a growth in manufacturing equal to that of the North</p>	A
MED	--	12.D (R)	<p>Before 1850, how was the North's economy different from the South?</p> <p>A. Due to geographic differences, the North was better suited to large plantation farming than the South was. B. The Northern economy depended more heavily on slavery than the Southern economy did. C. The North's economy was based mainly on manufacturing, while the South's economy depended mainly on agriculture. D. The North's economy was based on income from taxing Southern ships in their seaports.</p>	C
MED	--	12.D (R)	<p>The Industrial Revolution helped deepen the differences between North and South by--</p> <p>A. Contributing to major economic differences that made for conflicting lifestyles. B. Helping the population of the South to grow larger than that of the North. C. Bringing major political changes to governments of the Northern states.</p>	A

			D. Making slavery more useful as a source of labor for factories.	
EASY	--	11.A (R)	The wide, fertile coastal plains of the South were ideal for: A. Establishing seaports B. Developing manufacturing C. Growing cash crops D. Developing a shipbuilding industry	D
MED	--	11.A (R)	Which of the following is a reason that the plantation system developed in the southeastern section of the United States? A. slavery was allowed only in this section of the country B. the climate and topography supported crops that required a large labor supply C. land was significantly cheaper in this section of the country D. this type of farming required cool, dry conditions	B
MED	--	23.A (S)	The North attracted more immigrants than the South because it offered: A. Cheap land for farming B. More jobs in mills and factories C. An economy built on slave labor D. More roads and canals	B
MED	SS LIT. 3	23.A (S)	 <p>This monument in Cambridge, Massachusetts commemorates the immigrants who came in the mid-1800s from:</p> <p>A. Germany B. France</p>	C

			<p>C. Ireland D. Holland</p>	
EASY	--	27.A (R)	<p>What was the main effect of Eli Whitney's cotton gin on the South?</p> <p>A. Cotton mills moved to the South. B. Cotton became the South's main crop. C. Cotton farmers no longer needed slaves. D. Cotton exports to Europe fell sharply.</p>	B
EASY	SS LIT. 7	12.A (R)	<p>Use the map below for the next four questions.</p> <p>Between 1839 and 1860, the amount of land in the South devoted to cotton:</p> <p>A. stayed about the same B. decreased slightly C. increased slowly D. about doubled</p>	D

MED	SS LIT.7	27.A (R)	Who invented the innovation that caused the changes shown on the map above? A. Samuel Slater B. Alexander Graham Bell C. Eli Whitney D. Francis Cabot Lowell	C
HARD	SS LIT.7	12.A (R)	This map suggests that selling slaves for the slave trade was more profitable than raising cotton in: A. Texas and Arkansas B. Virginia and Kentucky C. Louisiana and Mississippi D. Georgia and Alabama	B
MED	SS LIT.7	12.A (R)	From 1801 to 1860, the system of slavery moved mainly: A. North into the Ohio Valley and Louisiana Territory B. South into Florida and the Caribbean C. West into the Mississippi Valley D. East onto islands off the Atlantic coast	C
MED	SS LIT. 1	27.A (R)	In the early 1800s, grain was harvested by the same manual process that had been used since the dawn of agriculture: workers mowed down the standing grain with a hand-swung scythe, and the binders followed behind them, tying the crop into bales. Because harvesting was a much more painstaking process than sowing, even farmers with land and seed to spare were forced to limit their crop. The challenges described in the passage above were solved with the invention of: A. The cotton gin B. The mechanical reaper C. The powered loom D. The steamboat	B
EASY	SS LIT. 2	27.A (R)	What mid-1800s technological innovation led to an increase in the speed of communication? A. Interchangeable parts B. The telegraph C. The cotton gin D. The powered loom	B
HARD	SSLI T.1	27.A (R)	“The chief evil, so far as health is concerned, is the shortness of time allowed for meals. The next evil is the length of time employed--not giving them time to cultivate their minds. She spoke of the high moral and intellectual character of the girls. That many were engaged as teachers in the Sunday schools. She thought that the girls generally were favorable to the ten-hour system and that a shorter day would benefit the girls’ overall health.” The girl described here spent most of her time working with which 19 th century innovation? A. The cotton gin B. The powered loom C. Interchangeable parts D. The steamboat	B

EASY	--	27.A (R)	<p>Eli Whitney developed the idea of making the various parts of a gun so similar that if one part broke, it could be replaced easily and quickly. This idea is called:</p> <p>A. replacements B. clones C. interchangeable parts D. duplication of parts</p>	C
MED	--	27.A (R)	<p>How did Eli Whitney's introduction of interchangeable parts impact production in the United States?</p> <p>A. Factories could make more high-quality goods B. Factories were able to build products far from power sources C. Goods could be mass-produced faster D. Only one person was needed to make all the parts of a complex machine</p>	C
HARD	SS LIT. 2	27.A (R)	<p>"Mass production was Henry Ford's main idea, and he replaced men with machines wherever possible. Each man was given only one task, which he did repeatedly until it became automatic. Conveyors brought the job to the man instead of having the man waste time going to the job."</p> <p>"Ford, Henry." <i>Compton's by Britannica. Encyclopædia Britannica Online School Edition.</i> Encyclopædia Britannica, Inc., 2013. Web. 16 Jan. 2013.</p> <p>Which Industrial Era innovation did Henry Ford use in order to create Ford's first mass-produced automobile, the Model-T?</p> <p>A. Interchangeable parts B. The Powered Loom C. The Steamboat D. The Mechanical reaper</p>	A

EASY	SS LIT. 8	27.A 27.B (R)	<div data-bbox="516 138 1112 590" data-label="Diagram"> </div> <p data-bbox="492 653 1125 684">Which of the following best completes the graphic organizer?</p> <ul data-bbox="537 684 1008 804" style="list-style-type: none"> A. Innovations of the Colonial Era B. The mechanization of farming C. British inventions adopted by Americans D. Innovations of the Industrial Revolution 	D
EASY	SS LIT. 8	27.B (R)	<div data-bbox="506 911 1349 1056" data-label="Diagram"> </div> <p data-bbox="492 1100 1029 1131">Which of the following best completes the diagram?</p> <ul data-bbox="537 1131 1049 1251" style="list-style-type: none"> A. Technological Innovations in Manufacturing B. Noteworthy European Scientific Inventions C. Effects of the Factory System D. Changes in Transportation 	D
MED	--	27.A 27.B (R)	<p data-bbox="492 1283 1268 1314">Which inventor is INCORRECTLY paired with their significant invention?</p> <ul data-bbox="565 1314 927 1444" style="list-style-type: none"> A. Elias Howe—sewing machine B. Samuel Morse—telephone C. Eli Whitney—cotton gin D. Robert Fulton—steamboat 	B
MED			Use this timeline for the next 4 questions	B

	SS LIT.1 0	27.A 27.B 27.C (R)	<p>The best title for this timeline is...</p> <p>A. The Growth of U.S Factory B. 19th Century Innovations C. Expanding Transportation in the Young United States D. American Urbanization in the 19th Century</p>	
MED	SS LIT.1 0	27.A 27.B 27.C (R)	<p>The timeline notes an innovation in agriculture which occurred in:</p> <p>A. 1830 B. 1834 C. 1846 D. 1854</p>	B
MED	SS LIT.1 0	27.A 27.B 27.C (R)	<p>Elisha Otis' invention led to the construction of:</p> <p>A. The Erie Canal B. A Transcontinental Railroad C. Skyscrapers D. Larger southern plantations</p>	C
MED	SS LIT.1 0	27.A 27.B 27.C (R)	<p>The year ____ was a major turning point in communication innovation.</p> <p>A. 1807 B. 1830 C. 1846 D. 1837</p>	D
EASY	--	27.B (R)	<p>In addition to the steamboat, what other early 1800s technological innovation lead to a great increase in the speed of travel and shipping?</p> <p>A. Cotton gin B. Telephone C. Telegraph D. Locomotive</p>	D
MED	--	27.B (R)	<p>During the early 1800s, the development of the steam engine in the United States contributed to--</p> <p>A. Faster and easier transportation</p>	A

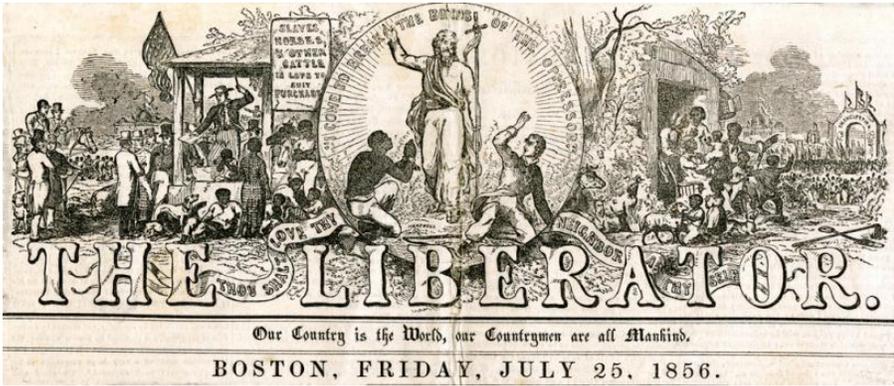
			<p>B. A migration out of the nation's cities C. A decrease in the strength of the economy D. A lowering in the standard of living</p>	
EASY	SS CT.2	12.C (S)	<p>Study the list to answer the following question.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <ul style="list-style-type: none"> • Factories • Immigrant Labor • Shipping </div> <p>A book describing these items would be titled...</p> <p>A. Manufacturing in the South B. Economic Changes in the North C. Trade Agreements with Mexico D. Southern Economic Factors</p>	B
MED	--	12.C (S)	<p>An increase in the number of factories in the early 1800s in the United States contributed to--</p> <p>A. an increase in the urban population B. an increase in dependence on foreign laborers C. a decrease in the amount of water and air pollution D. a decrease in dependence on steam power</p>	A
MED	--	12.C (S)	<p>Many people in the Northern United States moved from rural areas to cities in the 19th century because--</p> <p>A. There was a great famine and many crops failed B. Many universities were opening and people wanted higher education. C. There were many new factory jobs available in urban areas D. State legislatures met in the largest cities.</p>	C
EASY	SS LIT. 8	12.C (S)	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">1) cottage industries emerge</div> <p>↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">2) interchangeable parts are invented</div> <p>↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">3) factory system evolves</div> <p>↓</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">4) U.S. experiences _____</div> </div> <p>Which of the following completes the flow chart above?</p>	C

			<p>A. A revolution against Great Britain B. An economic depression C. An Industrial Revolution D. The rise of a plantation system</p>	
MED	SS LIT. 8	12.C (S)	<div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Slater builds spinning and weaving machines in the U.S.</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Textile mills are established in the U.S.</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto; text-align: center;">?</div> </div> <p>Which of the following completes the flow chart?</p> <p>A. the British Industrial Revolution B. Fulton demonstrates his steamboat C. Whitney develops interchangeable parts D. The population increases near the mills</p>	D
MED	SS LIT. 5	27.B (R)	<p>I. _____</p> <p>A. River trade expanded by steamboats B. Turnpikes and the National Road built C. Erie Canal opened D. First transcontinental railroad completed</p> <p>Which heading completes the outline above?</p> <p>A. Advances in Transportation B. North-South Cooperation C. America's Waterways D. New Inventions</p>	A

Level	Skill TEK	Know TEK	Questions STAAR Aligned	Correct Answer

Section 2: Era of Reform

<p>MED</p>	<p>SS LIT. 2</p>	<p>1.A (R)</p>	<div data-bbox="492 174 1265 709" data-label="Image"> </div> <p>The best title for the painting above would be:</p> <ul style="list-style-type: none"> A. The Hudson River School B. The rise of the Transcendentalists C. The Second Great Awakening D. Preaching Manifest Destiny 	<p>C</p>
<p>MED</p>	<p>SS CT.2</p>	<p>1.A (R)</p>	<ul style="list-style-type: none"> • Emotional camp meetings • Support of missionary work • Interest in social reform • Renewed enthusiasm about religion <p>These features best describe the religious movement known as:</p> <ul style="list-style-type: none"> A. Utopian societies B. Transcendentalism C. The Children’s Aid Society D. The Second Great Awakening 	<p>D</p>
<p>EASY</p>	<p>SS LIT.1</p>	<p>24.B (R)</p>	<div data-bbox="492 1465 1382 1661" data-label="Text" style="border: 1px solid black; padding: 5px;"> <p>_____??_____ was an American activist on behalf of the indigent insane who, through a vigorous program of lobbying state legislatures and the United States Congress, created the first generation of American mental asylums.</p> </div> <p>Whose accomplishments are described in the paragraph above?</p> <ul style="list-style-type: none"> A. Dorthea Dix B. Elizabeth Cady Stanton C. Horace Mann D. William Lloyd Garrison 	<p>A</p>

MED	SS LIT.1	24.B (R)	<p>"Without undervaluing any other human agency, it may be safely affirmed that the Common School...may become the most effective and benignant of all forces of civilization...A republican form of government, without intelligence in the people, must be...a mad-house, without superintendent or keepers..."</p>	D
			<p>Who said the quotation above?</p> <p>A. William Lloyd Garrison B. Frederick Douglass C. Jefferson Davis D. Horace Mann</p>	
EASY	--	24.B (R)	<p>Which person is correctly paired with the reform movement in which she or he was most involved?</p> <p>A. William Lloyd Garrison – Care of the disabled B. Frederick Douglass – Abolition C. Susan B. Anthony – Education D. Horace Mann – Temperance</p>	B
MED	SS LIT.2	24.B (R)	 <p>The newspaper above was significant because--</p> <p>A. It spread the message of the Second Great Awakening. B. It spread information about Abolitionist activities. C. It informed slaves about possible escape routes. D. It was shut down in violation of the First Amendment.</p>	B

MED	SS LIT.2	24.B (R)	 <p>The reform movement represented in the graphic above was mostly led by:</p> <ul style="list-style-type: none"> A. Runaway slaves and abolitionists B. Cowboys and railroad travellers C. Women and religious leaders D. Southern plantation owners 	C
MED	--	24.B	<p>How did participation in the anti-slavery movement affect female abolitionists?</p> <ul style="list-style-type: none"> A. They accepted their traditional roles as wives and mothers. B. They contributed to the other reform movements of the time. C. They realized that total freedom for slaves was an impossible goal. D. They became aware of their own need for freedom from oppression. 	D
MED	SS LIT.1	24.B	<div style="border: 1px solid black; padding: 10px;"> <p>“Now jist take this gal and whip her; you’ve seen enough to know how.”</p> <p>“I beg Mas’r’s [master’s] pardon,” said Tom, “hopes mas’r won’t set me at that. It’s what I ain’t used to — never did — and can’t do it, no way possible.”</p> <p>“Ye’ll learn many things ye never did before. I’m done with ye!” said Legree, taking up a cowhide and striking Tom a heavy blow across his cheek, and following up the hit with a shower of blows.</p> <p>“There!” he said, as he stopped to rest. “Now will ye tell me ye can’t do it?”</p> <p>“Yes, mas’r” said Tom, raising his hand to wipe the blood that trickled down his face. “I’m willin’ to work night and day, and work while there’s still life and breath in me; but I can’t feel it right to do this; and mas’r, I never shall do it — <i>never!</i>”</p> </div> <p style="text-align: right; font-size: small;">Adapted from Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>.</p>	C

			<p>The book from which this excerpt was taken supported:</p> <ul style="list-style-type: none"> A. The Women’s Rights Movement B. The Ordinance of Nullification C. The Abolitionist Movement D. The Second Great Awakening 	
MED	SS LIT.1	24.B	<p><i>Uncle Tom’s Cabin</i> was so persuasive because it:</p> <ul style="list-style-type: none"> A. Demonstrated how horrible slavery could be. B. Showed how difficult it was to buy slaves. C. Told the story from the slaveholder’s point of view. D. Was a true story about real slaves and their masters. 	A
MED	SS LIT.1	24.B	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>We would have every arbitrary barrier thrown down. We would have every path laid open to woman as freely as to man. Yet then, and only then, will mankind be ripe for this, when inward and outward freedom for woman as much as for man shall be acknowledged as a right, not yielded as a concession.</p> <p style="text-align: center;">--Margaret Fuller</p> </div> <p>Based on this quotation, Margaret Fuller would have agreed with the tenants of:</p> <ul style="list-style-type: none"> A. Utopian movements B. The Seneca Falls Convention C. The Church of Jesus Christ of Latter-Day Saints D. Manifest Destiny 	B

MED	SS LIT.8	24.B	<div data-bbox="521 132 1349 275" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;"> Women join the abolitionist movement. → Women are prevented from speaking publicly at abolitionist meetings. → ? </p> </div> <p>Which of the following best completes the diagram?</p> <p>A. Women organize the Second Great Awakening. B. Women organize the Education Reform Movement C. Women organize the Seneca Falls Convention D. Women give up political organizing.</p>	C
EASY	--	24.B	<p>As the primary author of the Declaration of Sentiments, Elizabeth Cady Stanton helped advance the</p> <p>A. Temperance movement B. Women’s suffrage movement C. Prison-reform movement D. Education-reform movement</p>	B
MED	SS LIT.8	24.B	<div data-bbox="602 957 1240 1346" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • William Lloyd Garrison — published an abolitionist newspaper • John Brown — raided the federal arsenal at Harpers Ferry • Harriet Tubman — worked as a “conductor” for the Underground Railroad • Harriet Beecher Stowe — wrote the novel <i>Uncle Tom’s Cabin</i> </div> <p>The actions taken by those listed above helped further the cause of:</p> <p>E. Ending slavery F. Stopping secession G. Improving transportation H. Publicizing American literature</p>	A

EASY	SS LIT.1	24.B	<div data-bbox="602 121 1195 688" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>The Seneca Falls Declaration of Sentiments (1848)</p> <p>“We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, ...”</p> </div> <p>The <i>Declaration of Sentiments</i> helped to launch:</p> <div data-bbox="537 814 1044 953"> <ul style="list-style-type: none"> A. The American Revolution B. The Second Great Awakening C. The Women’s Suffrage movement D. The Temperance movement </div>	C
EASY	SS LIT.8	24.B	<div data-bbox="558 1079 1276 1255" style="text-align: center;"> </div> <p>Which of the following completes the Venn Diagram?</p> <div data-bbox="537 1356 951 1503"> <ul style="list-style-type: none"> E. Temperance movement F. Women’s rights movement G. Abolitionist Movement H. Prison Reform Movement </div>	C
Section II: Compromises and Causes of the Civil War				