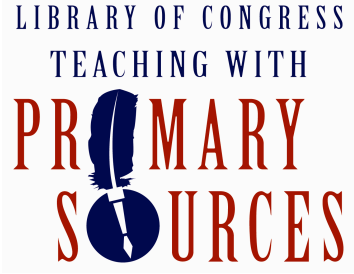




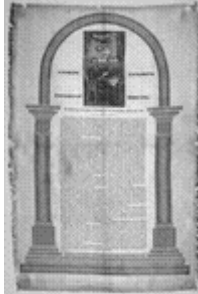
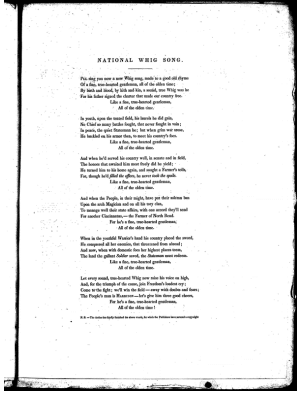





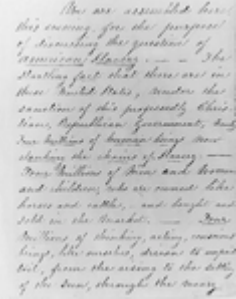


Annotated Resource Set (ARS)

Content Theme:	Political and Social Changes in US before the Civil War	
Developed by:	Tara Osborn	
Contextual Paragraph for Resource Set: The time period leading up to the US Civil War was one of great social and political change. Politicians attempted to ignore the slavery question but were finally forced to face the difficulties it had created in the country. New political parties arose and others disappeared, signaling the significant changes just beginning in the country. Understanding these important changes is the key to understanding America and specifically the American Civil War.		

Resource Set

<p>Examiner's questions for admittance to the American (or Know-Nothing) Party, July 1854.</p>	<p>Presidential Campaign of 1860 (Lists titles of speeches made by Republican Committee and their prices)</p>	<p>The Democratic party. The great Democratic party has been broken in pieces ... Vandal Digum, for himself and associates. [n. p. n. d.]</p>	<p>[A reprint of the original broadside containing the Republican Platform of 1860, adopted by the National Republican Convention held in Chicago, May 17, 1860.]</p>	<p>Andrew Jackson's inaugural address, on being sworn into office, as President of the United States, March 4th, 1829</p>	<p>The national whig song / by William Hayden .</p>
					
<p>http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/062))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/ea:@field(DOCID+@lit(ea000410))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+24301700))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+0180010b))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+19301800))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/mussm:@field(NUMBER+@band(sm1840+370890))</p>

<p>What to the Slave is the Fourth of July?</p>	<p>First Convention Ever Called to Discuss the Civil and Political Rights of Women, Seneca Falls, New York, July 19, 20, 1848</p>	<p>Horace Mann 1796-1859. Thoughts from his writings ...</p>	<p>National platform of the Know somethings</p>	<p>British and foreign anti-slavery society for the abolition of slavery and the slave-trade throughout the world.</p>	<p>Holograph anti-slavery speech of Susan B. Anthony.</p>
					
<p>http://www.teachingamericanhistory.org/library/index.asp?document=162</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbcmillerbib:@field(DOCID)+@lit(rbcmiller001107))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+03202300))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+13701100))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+24800400))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/ahwbib:@field(NUMBER+@od1(ppmsca+02934))</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8	Social Studies	8	<p>Students will understand the expansion of the political system and social rights before the Civil War.</p>	<p>Students will investigate the development of the American political party system.</p> <p>Students will analyze the evolution of democracy and the extension of democratic principles.</p> <p>Students will analyze the impact of social reforms on Americans during the 19th century.</p> <p>Students will compare the political platforms of various parties before the Civil War.</p>	<p>Distribute copies of the political Primary Documents. Have students determine the political ideology of each of the major parties.</p> <p>Assign students to create political posters for each of the major parties, as well as creating a symbol to represent each party.</p> <p>Students present posters to the class and discuss the similarities/differences amongst the parties.</p> <p>Distribute copies of the remainder of the primary documents. Have students predict which political parties would have supported the people/events involved in these documents/sources.</p> <p>Have students predict how these issues (abolition, women's suffrage, etc.) will lead to the Civil War.</p>	<p>Students will write and present a political speech in favor of a major political party pre-Civil War.</p> <p>Students will create a pamphlet advocating for one of the major social issues.</p>	