

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Reform-Temperance

By Dona Stratton-Temperance Reform using “The Tree of Temperance” and the “Scale of Temperance” Image

Grade - 8

Length of class period – 90 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What social ills did the Temperance Movement try to reform?

Objectives (What content and skills do you expect students to learn from this lesson?)

The student will improve primary source analysis skills (image-The Tree of Temperance and Scale of Temperance)

The student will determine the goals of the Temperance Movement and the problems the Temperance Movement tried to address

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Copy of “The Tree of Temperance” and its translation (from teachushistory.org)

Copy of “Scale of Temperance” (from teachushistory.org)

Document analysis sheet

Activities (What will you and your students do during the lesson to promote learning?)

Teacher

Introduce the concept of reform; ask students why they think people felt the need to reform certain areas of American society.

Introduce Temperance as a reform movement.

Pass out the two documents and ask pairs of students to examine them.

Students

Students will examine two images– “The Tree of Temperance” and “Scale of Temperance” to determine the problems that led to people feeling temperance was necessary.

Each student will examine one document and complete the document analysis sheet for that document.

Then pairs of students will discuss their documents and share information from the completed sheets.

How will you assess what student learned during this lesson?

Students will complete the guided worksheet.

Teacher will assess student participation in the discussion.

Connecticut Framework Performance Standards –

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;