

TEACHING AMERICAN HISTORY PROJECT

Temperance Webquest

Grade - 11 U.S. History

Length of class period- 2-55 minute periods

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

- How do the values of the Temperance movement reflect or distort the values of America during the 1830s? (Unit)
- How do the values of individualism and equality compete to shape American history? (Course)

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

Students will know and be able to:

- Analyze primary sources for bias/perspective.
- Evaluate the Temperance movement in terms of American values.

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

- Webquest Document
- Webquest primary source analysis worksheet

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

Hook: The teacher will show the students a video of the performance of John Gough. They will only view the first part of the performance (~5 minutes). (It will be available on this website - <http://www.teachushistory.org/Temperance/> .)

Activity: The students will use the primary source analysis worksheet and webquest to analyze various primary sources from the Temperance movement.

Closure: The students will write a reflection using evidence from the documents to answer the question: How do the values of the Temperance movement reflect or distort the values of America during the 1830s?

How will you assess what student learned during this lesson?

The students will complete a primary source analysis worksheet to analyze the documents.

When they have finished looking at the documents, they will write a reflection using evidence from the documents answering the question: How do the values of the Temperance movement reflect or distort the values of America during the 1830s?

Connecticut Framework Performance Standards –

Students will evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias

Students will use primary source documents to analyze multiple perspectives.