

REFORMER BIOGRAPHY RESEARCH PROJECT

As the young United States attempted to define itself politically in the early 1800s, a number of social issues had carried through from the colonial era and developed further. Individuals emerged during this time period to name those issues and attempt to create change. In this research assignment, you will research one of those figures and take on the role of that figure in a presentation to the class.

In your research and presentation, you should focus on how your historical figure envisioned the answer to the essential question:

To what extent did the reform movements between 1810 and 1848 bring about changes in American society and politics?

The main purpose of this assignment is for you to learn and practice research skills that will prepare you for the big research project in the winter trimester as you learn about reform movements in the early nineteenth century in a format that lets you have a little bit of fun with it.

A. Research requirements (70% of assignment total):

1. Take notes on notecards, either physical or electronic.

- Notes should be summaries or paraphrasing of the sources.
- Quotations must be indicated clearly, with page numbers where relevant.
- Categorize notes by topic and cross reference by source.
- You should have at least 35 notecards.
- All the information in your presentation must be in your notes.

2. Use a minimum of three sources. You must use at least:

- one source found in the ProQuest database.
- one source found in the EbscoHost database.
- one primary source. (Check all the online databases!)

Only one encyclopedic source may be used.

You can also use your text as another source.

3. Format a bibliography in MLA format. *Your chance to practice using SourceAid Citation Builder!*

B. Presentation requirements (30% of assignment total):

1. Take on the role of the historical figure.

- Speak in first person.
- Make it authentic, and not silly.

2. Answer the essential question from the viewpoint of your assigned historical figure.

- What would he or she say about the changes she would like to see in American society during that era and how that change should come about?
- Be able to defend your position in a debate about the kinds of changes that should happen.

3. Turn in a script or script outline. *This can be on notecards or typed up on paper.*

Due Dates:

All students must turn in research materials and be ready to present at the beginning of the class period on Tuesday, October 23. *On that day, the order of presentations will be drawn by lottery; therefore, you must be prepared to present at any time. If your name is drawn and you are not ready, your grade will be penalized as late (-10 points per day).*

Your homework for the week of October 22 will be to read Chapter 13 (p. 380-408) and p. 471-478 by Friday, October 26.

19<sup>th</sup> Century Reformers—Note that you will be responsible on the test for knowing something about each of this reform leaders, based on your presentation and those of your classmates.

1. Joseph Smith OR Brigham Young (*one must talk about the other!*)
2. Charles Grandison Finney
3. Robert Owen
4. Elizabeth Cady Stanton OR Lucretia Mott (*one must talk about the other!*)
5. Dorothea Dix
6. Horace Mann
7. Ralph Waldo Emerson
8. Henry David Thoreau
9. Sojourner Truth
10. Catharine Beecher
11. Susan B. Anthony
12. Mother Ann Lee Stanley
13. John Humphrey Noyes
14. William Lloyd Garrison
15. Sarah and Angelina Grimké (choose one to speak on behalf of both)
16. Frederick Douglass
17. Samuel Gridley Howe