

US History I Unit 2

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	Marking Period	Weeks
American Beginnings to 1783	1	10
A New Nation (1781-1850)	2	10
An Era of Growth and Disunion (1825-1877)	3	10
Migration and Industrialization (1877-1917)	4	10

Unit Overview

The United States experimented with a new style of government in the 1780s through the Articles of Confederation. Mounting economic and political issues spurred the founders to draft a new Constitution in 1787. After the Constitution was ratified, the new nation struggled to assert its power on the global stage during the 1790s and the War of 1812. At home, questions over the role of the federal government gave birth to new political parties. As the United States entered the antebellum period, shifting attitudes about gender and race dominated the political and economic spheres. Disenfranchised groups fought for new political rights and social change. The advent of the Jacksonian Era represented a new era in democracy, with advances for landless white males and new challenges for African-Americans and women. By the 1830s, divisions emerged that would lead to the Civil War.

Enduring Understandings

1. Students will understand how and why the Constitution was written.
2. Students will understand the basic structure and principles of the U.S. Constitution.
3. Students will understand how the Constitution and Bill of Rights affects their lives today.
4. Students will understand how new political parties shaped the nation's foreign and domestic policies in the early Republic.
5. Students will understand how regional differences contributed to the growing conflict over states' rights versus federal power.
6. Students will understand how Jacksonian democracy both shaped and responded to American attitudes about politics, economics, and society.
7. Students will understand how antebellum reform movements altered American culture and values.

Essential Questions

1. What problems in the 1780s compelled the founders to draft a new Constitution?
2. What compromises did the founders make when drafting the Constitution and why?
3. How has the Constitution affected American politics, economics, and society in the past and present?
4. What major domestic and foreign problems faced the leaders of the new republic and how did they address those problems?
5. How did regional differences contribute to the growing conflict over states' rights versus federal power?
6. How did Jacksonian democracy disrupt the preexisting patterns of American politics and affect the lives of all Americans?
7. What were the causes and effects of the antebellum reform movements?

New Jersey Student Learning Standards (No CCS)

SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.2.e	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
SOC.6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
SOC.6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
SOC.6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.

Amistad Integration

We will implement the following materials and texts to integrate the history and contributions of African-Americans:

- Analysis of the Founders' attitudes towards and decisions about slavery at the Constitutional Convention.
- Interwoven discussions about and research on Founding Fathers like George Washington, James Madison, and Thomas Jefferson, the people they enslaved, their writings/actions pertaining to slavery, and student opinions about their legacies.
- We will study state constitutions which allowed free Black Americans who met the property requirements to vote in the 1790s, and discuss how and why those rights were taken away in our Jackson unit.
- Students will understand the diverse experiences of free African-Americans by studying census data and personal anecdotes from the early 19th century.
- Students will study how the cotton gin and Missouri Compromise contributed to the further entrenchment of slavery in the Southern economy and discuss the lasting repercussions.

SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

Holocaust/Genocide Education

We will implement the following materials and texts to integrate the history of prejudice, discrimination, and genocide and to help students take personal responsibility to fight racism and hatred:

- Students will examine how interpretations of the Constitution facilitated Indian Removal and the oppression of Native American tribes.
- In-depth study of Cherokee culture, how it evolved in response to American threats in the early 19th century, and how its 16,000 tribal members were affected by the Trail of Tears.
- Discussion of the resistance efforts made by Native Americans and their allies to the removal policies (including protest papers and Supreme Court cases) and the constitutional implications of Indian Removal.
- Research on the early women's rights movement and the effort to grant equal rights under the law. We will also study the limits of this movement and the needs of African-American, Native American, and working class women that it largely did not address.
- We will emphasize that history is not necessarily a “march towards progress,” and that small groups of individuals who held rights in the 1790s (i.e. property-holding women, free Blacks, and “civilized” tribes) lost those rights with the rise of racial modernity.
- Students will study how the Louisiana Purchase and War of 1812 abetted further westward expansion and the impact that this had on specific Native American tribes.

SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.3.b	Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
SOC.6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.2.12.A.4.d	Assess government responses to incidents of ethnic cleansing and genocide.
SOC.6.2.12.D.4.i	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Interdisciplinary Connections

In connection with the English department, students will practice and be assessed on argumentative writing,

thesis-driven arguments, and will be able to incorporate evidence to support their claims.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Technology Standards

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.12.B.CS4	The influence of technology on history.

21st Century Themes/Careers

Themes: Students will study the U.S. Constitution and its application to our lives in the 21st century.

Skills: Responsible citizenship, clear and effective communication, use of valid research strategies, and critical thinking

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace

with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP11

Use technology to enhance productivity.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Financial Literacy Integration

We will instruct students on basic financial topics to navigate the realities of our world today and understand how government financial policy can have a personal impact:

1. Discussion of how and why the national bank was created and analysis of the debates surrounding it.
2. Discussion of how the United States recovered from its Revolutionary War debts.
3. Discussion of the causes of recessions and how they affect Americans.
4. Analysis of how national economic and foreign policy affects the livelihoods of Americans (with a focus on the causes of the War of 1812).
5. Defining tariffs and excises and analyzing historical responses to these taxes.
6. Analysis of Jackson's Bank War and the short and long term consequences for Americans.
7. Defining inflation and discussing its consequences.

SOC.6.1.12.A.3.b

Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

SOC.6.1.12.C.3.a

Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

SOC.6.1.12.C.3.b

Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

Instructional Strategies & Learning Activities

- Shays Rebellion SHEG
- Constitution Q&A
- Bill of Rights current events research
- Read and analyze selections from the Federalist Papers
- Analysis of slavery in the Constitution (SHEG)
- Contrast beliefs of Federalists and Anti-Federalists (t-chart and discussion thread post)
- Clips of clean versions of songs from Hamilton soundtrack (Non-Stop, Cabinet Battle #1, Election of

1800)

- Reading and class discussion on precedents set by Washington
- Hamilton v. Jefferson primary source analysis from Stanford History Education Group
- Analysis of Washington's Farewell Address
- Black and female voters in the 1790s census data analysis
- Free Black communities web quest
- Washington's Cabinet group project
- Election of 1800 simulation
- Lewis and Clark game
- War of 1812 Causes: War Hawks and Doves speeches
- War of 1812 portfolio
- Industrial Revolution stations
- Missouri Compromise map and discussion
- Monroe Doctrine reading (Gilder Lehrman)
- Election of 1824 simulation
- Nullification Crisis discussion
- Trail of Tears web quest (National Museum of the American Indian)
- Lowell Mill girls group work
- Zinn Ed lesson on opinions at Seneca Falls
- Optional videos: Presidents series (History Channel), Story of Us, Crash Course
- Class notes and lecture on the Constitutional Convention, Ratification, Washington, Adams, and Jefferson administrations, War of 1812, Era of Good Feelings and Jackson administration

Differentiated Instruction

Examples may include:

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Meaningful Student Voice & Choice
- Self-Directed Learning
- LMS use (Canvas)
- Grouping
- Jigsaws
- Learning Through Workstations

Formative Assessments

- Weekly homework assignments (readings, reading checks, notes, videos, podcasts, and textbook questions) that align with the textbook sections and class material.
- Outside primary and secondary sources will be assigned for further understanding and mastery of the historical period being studied, as either homework or in class.
- In class writing and research assignments (charts, maps, and presentations) will be based on the

colonial to early republican periods of United States history.

- Daily warm ups to activate prior knowledge using various techniques (i.e. draw a picture, write a poem, ask a question, explain to a 1st grader, personal reflections, etc.)
- In-class review games (review basketball, Taboo, Pictionary)
- Low-stakes quizzes, i.e. Kahoot!
- Sequence It: create timelines of major events discussed
- Stations and reflection
- Think-Pair-Share
- Linking terms
- Exit tickets

Summative Assessment

Each chapter will be assessed in a variety of ways, from traditional test formats to argumentative-based essays. Traditional test formats include multiple choice questions, matching, true and false questions, and short answer questions that occur at the conclusion of the chapter. Students may receive essay topics in advance. This unit will include a project on modern applications of the Bill of Rights, group research on major issues in the 1790s that gave rise to new political parties, and a choice project for research on 19th century reformers.

Benchmark Assessments

Monitor students historical writing ability with benchmark primary source based writing assessments at least once a marking period.

Alternate Assessments

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Keep workspaces clear of unrelated materials.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.

- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Resources & Technology

Resources:

- The Americans, Holt McDougal
- Gilder Lehrman Institute
- Stanford History Education Group
- The History Channel
- PBS
- America: the Story of Us
- Library of Congress
- iCivics
- Crash Course
- Howard Zinn Education Project
- George Washington's Mount Vernon
- Museum of the American Revolution
- New Jersey state constitution
- Philadelphia census data
- *Finding Your Roots*
- National Museum of the American Indian
- Lowell Mill sources

Technology:

- Promethean Board
- Chromebooks (1:1)
- Canvas
- Genesis

BOE Approved Texts

The Americans, Holt McDougal

Closure

See Formative Assessment section

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

Strategies may include:

- Shorten assignments to focus on mastery of key concepts.
- Substitute alternatives for written assignments (posters, brochures, website design, etc.)
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (phones, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- See "alternate assessment" category for modifications relating to assessments.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed presentation or project).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to rework missed problems for a better grade.
- Provide notes
- Modified primary source readings
- Modified study guides
- Reinforcement in Humanities Labs

Strategies may include:

- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Modified textbooks or audio-video materials
- Behavior management support
- Adjusted class schedules or grading
- Verbal testing
- Excused lateness, absence, or missed classwork
- Pre-approved nurse's office visits and accompaniment to visit

At Risk

Strategies may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Notes provided on Canvas; peer note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Prompt feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

Strategies may include:

- Focus on effort and practice
- Offer the most difficult first
- Offer choice
- Speak to student interests
- Allow G/T students to work together
- Encourage risk taking