

# United States History I Unit 2

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Expansion, Reform, & Conflict (1801-1877)

Duration: 9 Weeks

## Unit

### Essential Questions/Enduring Understandings

- EQ1: How did the economic differences between the North and South cause tension?
  - EQ2: Can average citizens change society?
  - EQ3: How did reforms of this era increase tensions between the North and the South?
  - EQ4: Was the Civil War inevitable?
  - EQ5: How did the nation's economy help shape its politics?
  - EQ6: Why did people want to move west in the 1800s?
  - EQ7: How did westward migration affect the relationship between the United States and other countries and peoples during this time?
- EU1: Geography and the environment play an important role in how a society is shaped over time.
- EU2: People engage in politics to solve problems in their society.
- EU3: The movement of people, goods, and ideas, cause societies to change over time
- EU4: The struggle for individual rights and equality often shapes a society's politics

Students will be able to...

- Assess slavery remaining important to the south and its effects on the Southern economy and society.
- Chart the ideas and tactics of the key figures in the abolitionist movement
- Define the concept of "true womanhood"
- Analyze American territorial expansion during this period, including reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the Frontier, and conflicts with Native Americans.
- Evaluate the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period
- Analyze ideals and tactics of key figures in the abolitionist movement
- Collaboratively discuss the Supreme Court ruling of the Dred Scott case
- Analyze how ideological, economic, and political differences about the future course of the nation led to the Civil War
- Utilize maps to understand political and national policy division (i.e., The Missouri Compromise & The Compromise of 1850).
- Evaluate the transformation of the American economy during the Industrial Revolution
- Summarize how technology can change the way people live.
- Interpret economic data relevant to the historical period.
- Demonstrate an understanding of absolute chronology
- Effects of increased American migration into the Southwest

Evidence of Learning/ Assessment

- Unit 2 Competency 1 and Evaluation
  - [Nat Turner Graphic Novel Narrative](#)
  - [Nat Turner Frame Worksheet](#)
- Unit 2 Competency 2 and Evaluation
  - [Traditional Assesment](#)
- [Formative Assessments](#)

Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
  - ◦
    - Supreme court investigations
  - - Notes on north and south economies
  - - Chart for abolitionist
  - - Video for abolitionist movement
  - - North Star board game
  - - Mock trial for John Brown
  - - Native American mock exchange
  - - Monroe Doctrine Analysis
  - - Invitation from Stephen Austin
  - - News report on the Trail of Tears
  - - Excerpts from Uncle Tom's Cabin
  - - Manifest Destiny advertisements

- ◊ Reading primary sources for westward movement
- ◊ War with Mexico sequencing events
- ◊ Blog about moving west
- ◊ Graphic novel excerpts for topics in unit

Unit Materials

### Unit Materials

- [Achieve 3000](#)
- [Flocabulary](#)
- [Infobase](#)
- [United States History & Geography Glencoe McGraw Hill](#)
- Nat Turner Graphic novel, by Kyle Baker (class set provided by High School)

## Standards Covered

### \*Social Studies NJSLs

**SOC.6.1.12: U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

#### **SOC.6.1.12.2: Revolution and the New Nation (1754-1820s)**

- SOC.6.1.12.A.2: Civics, Government, and Human Rights
  - 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.C.2: Economics, Innovation, and Technology
  - 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: History, Culture, and Perspectives
  - 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.e: Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

#### **SOC.6.1.12.3: Expansion and Reform (1801-1861)**

- SOC.6.1.12.A.3: Civics, Government, and Human Rights
  - SOC.6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
  - 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.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.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.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.B.3: Geography, People, and the Environment
    - SOC.6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.
  - SOC.6.1.12.C.3: Economics, Innovation, and Technology
    - 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.
  - SOC.6.1.12.D.3: History, Culture, and Perspectives
    - 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.6.1.12.4: Civil War and Reconstruction (1850-1877)**
- SOC.6.1.12.A.4: Civics, Government, and Human Rights
    - SOC.6.1.12.A.4.a: Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
  - SOC.6.1.12.B.4: Geography, People, and the Environment
    - SOC.6.1.12.B.4.a: Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
  - SOC.6.1.12.C.4: Economics, Innovation, and Technology
    - SOC.6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.

## Materials

For a closer look at the materials list below, log onto <https://edconnectnj.schoolnet.com/5805>

### Resources:

1. Unit 2 Reflection US I

Additional Properties

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