

Unit 5 Mass Democracy and Manifest Destiny

Content Area: **Social Studies**
Course(s): **English I, U.S. History I, U.S. History II**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Unit Overview

Americans emerged from the War of 1812 with new-found confidence and a soaring sense of nationalism. In the so called "Era of Good Feelings", Americans turned inward, developing a cultural identity, exemplified by a blossoming of the arts. Women stepped out from their traditional roles to demand more rights for themselves and others. Religious revivalism bestirred Americans in the form of the "Second great Awakening." The forward national mood was marred however by the first stirrings of sectionalism made manifest by slave labor. Foreign policy was characterized by boldness in the form of the Monroe Doctrine and aggressive adventurism by Andrew Jackson in Florida.

The election of Andrew Jackson brought a spirit of democracy for the common man. Jackson grasped power like no other president before him, destroying the Bank of the United States, and threatening military intervention when South Carolina clamored for nullification of federal law.

Americans moved ever westward proclaiming a God-given right to settle lands formerly controlled by diverse Indian tribes. This attitude culminated in a forced march (Trail of Tears) of five of the major Southeastern tribes to the Oklahoma Territory. Texas rebelled against Mexico in 1836 and became a state soon after. Americans moving westward began to weave a network of roads, canals, and railways which spurred further migration and settlement. The beginnings of industrialization took root in New England. Thus two momentous dynamics occurred; the agriculturization of the West and the urbanization of the East.

Politically, Whigs and Democrats differed little on substance, but the North and South began to polarize as the South became increasingly dependant on slave labor.

Enduring Understandings

- Multiple political, social, and economic factors caused American territorial expansion.
- The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.
- Geography, climate and natural resources effect where, and how people live and work?

Essential Questions

- Assess the influence of "Manifest Destiny" on foreign policy during different time periods in American history.
- Judge the fairness of government treaties, policies and actions that resulted in Native American migration and removal.
- 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.

- Analyze the various rationales provided as a justification for slavery.
- Assess the impact of Western settlement on the expansion of United States political boundaries.
- Analyze how technological developments transformed the economy, created international markets, and effected the environment in New Jersey and the nation.
- Relate the wealth of natural resources to economic development of the United States and to the quality of life of individual Americans.
- Determine how expansion created opportunities for some, and hardships for others by considering multiple perspectives.
- 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).
- Determine the impact of social and religious movements on the development of American literature and art.

Standards/Indicators/Student Learning Objectives (SLOs)

- examine the presidency of Andrew Jackson
- evaluate the effectiveness of his terms
- compare and contrast him to previously discussed presidents
- explain how the development of new technology impacted America
- explain the concept of Manifest Destiny
- analyze the process by which America achieved its goal of Manifest Destiny
- understand the impact of expansion on minority groups
- predict consequences of acquiring such vast amounts of land
- examine the causes, events, and outcomes of the Mexican-American War
- assess the struggle of being a country that promotes independence while also maintaining a system of slavery
- analyze the life of a slave, coping skills, and the development of the Underground Railroad
- compare and contrast the voyage of the Pilgrims and those who went west in wagon trains

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.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.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.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.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.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
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.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
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.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.
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.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Lesson Titles

The Presidency of Monroe including the Montroe Doctrine, Missouri Compromise, and the Adams-Onis treaty.

The Presidency of Jackson Domestic Policy

The Presidency of Jackson Foreign Policy

The Mexican American War

President Polk achieves Manifest Destiny

Industry and Innovation of the 1840s

Westward Travels and Frontier Women

Slavery and the Underground Railroad.

21st Century Skills and Career Ready Practices

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

English

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- DBQ analysis
- DBQ writing as students evaluate the presidency of Andrew Jackson
- Thesis statement writing
- Socratic Questioning dealing with the rights of minorities at this time and the reform movement efforts
- Thematic thinking migration, discrimination, and presidential power
- Pair/Share with peers about movement west
- Lecture on major concepts dealing with Jackson, technology, and reforms
- Manifest Destiny Brochure
- Technology Timeline game
- Linking historical events Westward expansion and the spread of slavery leading to the Civil War
- Delsea One
- SWAG

Modifications

ELL Modifications

- Google Translate tool
- Modified Readings
- Testing Modifications
- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

IEP and 504 Modifications

- Repeat information and directions.
- The SHEG lesson provides a modified text for lower-level readers.
- DBQs and RAFTs will include highlighted segments
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only

- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- word banks, multiple choice, matching questions help when possible
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Political cartoons and other images/graphics should include a synopsis
- Maps with keys/ word banks
- Current events can be watched or read
- Read test aloud
- Test in small groups
- Projects can be submitted digitally or paper
- Options for type of project relating to content
- Delsea One
- SWAG

G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics.
- Creation of technology-based assessments to address the higher levels of Bloom's
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Document Based Questions (DBQs)
- Student led/directed discussions
- Inquiry based learning
- Argumentation and debate
- Evaluation and creation of thesis statements
- Journal article analysis
- Graph/political cartoon/map analysis / interpretation/creation
- Analysis of current events to understand origins from historical periods.
- Media literacy to evaluate credible sources
- Options for type of project relating to content
- Thematic learning
- Delsea One
- SWAG

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- Delsea One
- SWAG

Formative Assessment

Anticipatory Set

- Music Analysis The Battle of New Orleans about Andrew Jackson
- Quotation Analysis from various inventors about their new tech and O'Sullivan quote coining the phrase Manifest Destiny

Warm-Ups

- Map Analysis students will complete a latitude and longitude activity dealing with the Missouri Compromise
- Q&A related to the unit topics listed above

Closure

- Exit tickets after class activities related to topics above
- slave diary entry

Summative Assessment

- Essays on the pros and cons of Manifest Destiny
- Exams one will be on Monroe and Jackson the second for this unit will be on Industry and Manifest Destiny
- Project: Students will make a brochure for a Western State
- Marking Period Assessment for the Second Marking period
- Map quizzes on the western states acquired at this time
- Multiple Choice Quiz about the Mexican American War

- Short Answer quiz on the new inventions and thier impact.

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

USHistory.org:

- Slave Life and Slave Codes
- The Plantation and Chivalry
- Free(?) African Americans
- Rebellions on and Off the Plantations
- The Southern Argument for Slavery
- Abolitionist Sentiment Grows
- William Lloyd Garrison and The Liberator
- African American Abolitionists
- The Underground Railroad

Amistad Commission Resources:

- Gallery: Notable People
- Landmark Documents, Speeches, and Correspondence
- New Jersey Student Learning Standard Activity:
- Assessment Activity

Youtube:

- America: The Story of US

PBS:

- They Made America
- Indian Removal Act
- Lewis and Clark
- Bleeding Kansas
- American Colonization Society
- Mexican War

Amistad Resources:

- Gallery: Notable People
- Landmark Documents, Speeches, and Correspondence
- New Jersey Student Learning Standard Activity
- Assessment Activity

Cherokee Trail of Tears:

- About North Georgia

Museum of the Cherokee Indian:

- The Story of the Cherokee:

Missouri Compromise Map

The Alamo website

Prentice Hall US History Textbook Chapters 7-9

Walch Publishing DBQ Practice Workbook

The History Channel:

- When Native Americans were Slaughtered in the Name of Civilization

Gilder-Lehrman:

- Winning the Vote: A History of Voting Rights

Technology

PBS:

- Who Made America: http://www.pbs.org/wgbh/theymadeamerica/whomade/fitch_hi.html
- Indian Removal Act: <http://www.pbs.org/wgbh/aia/part4/4p2959.html>
- Lewis and Clark: <http://www.pbs.org/lewisandclark/>
- Bleeding Kansas: <http://www.pbs.org/wgbh/aia/part4/4p2952.html>
- American Colonization Society: <http://www.pbs.org/wgbh/aia/part3/3p1521.html>
- Mexican American War: http://www.pbs.org/kera/usmexicanwar/index_flash.html

Youtube:

- American: The Story of Us:
https://www.youtube.com/playlist?list=PLY2JYIS1dTjp9WjhZybngRElIDxF0o_3m

USHistory.org:

- Slave Life and Slave Codes: <http://www.ushistory.org/us/27b.asp>
- The Plantation and Chivalry: <http://www.ushistory.org/us/27c.asp>
- Free(?) African Americans: <http://www.ushistory.org/us/27d.asp>
- Rebellions on and Off the Plantations: <http://www.ushistory.org/us/27e.asp>
- The Southern Argument for Slavery: <http://www.ushistory.org/us/27f.asp>
- Abolitionist Sentiment Grows: <http://www.ushistory.org/us/28.asp>
- William Lloyd Garrison and The Liberator: <http://www.ushistory.org/us/28a.asp>
- African American Abolitionists: <http://www.ushistory.org/us/28b.asp>
- The Underground Railroad: <http://www.ushistory.org/us/28c.asp>

Amistad Resources:

- Gallery: Notable People: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/gallery/3542/5528>
- Landmark Documents, Speeches, and

Correspondence: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/navigations/3544>

- New Jersey Student Learning Standard Activity: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/content/4539/7735> and <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/content/4538/7737>
- Assessment Activity: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/content/4539/7590>
- Assessment Activity: <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state/content/4538/7592>

Cherokee Trail of Tears:

- About North Georgia: http://www.aboutnorthgeorgia.com/ang/Cherokee_Trail_of_Tears

Museum of the Cherokee Indian:

- The Story of the Cherokee: <http://www.cherokeemuseum.org/exhibits/>

Missouri Compromise

Map: <http://teachingamericanhistory.org/static/neh/interactives/sectionalism/lesson1/>

The Alamo:

- <http://www.thealamo.org/>

The History Channel:

- When Native Americans were Slaughtered in the Name of Civilization: <https://www.history.com/news/native-americans-genocide-united-states>

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Gilder-Lehrman:

- Winning the Vote: A History of Voting Rights: <https://www.gilderlehrman.org/history-by-era/government-and-civics/essays/winning-vote-history-voting-rights>

Chromebooks

Google Slides as an option for students who do not want to make a paper brochure

Smartboard for notes correlating to lessons.

Google Docs

Google Classroom

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.12.B.CS4	The influence of technology on history.