Unit 2: Building The Nation Copied from: US History AP, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

US History AP

Unit 2 – Building the Nation

Belleville Board of Education

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Unit Overview

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.

The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.

Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. 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.

Enduring Understanding

The Articles of Confederation was a weak document.

Political parties had a great effect on the development of U.S. society. Andrew Jackson was one of the strongest presidents.

Women's roles began to change having a great effect on other parts of society.

How the roles of African Americans were changing in America.

Essential Questions

How did the Articles of Confederation develop into the Constitution?

Why did political parties emerge?

What were the causes of the War of 1812?

What was a Jacksonian democracy?

How were the roles of women changing in society?

Exit Skills

- Evaluate the Articles of Confederation as a workable Constitution.
- Explain, citing specific provisions, the concepts of separation of power, checks and balances, federalism, and protection of individual liberty.
- Compare and contrast the philosophies, policies constituencies of the Federalist and the Jeffersonians.
- Analyze the importance of Washington's two presidential terms in setting precedent for future administrations.
- Assess the value the Louisiana Purchase added to the United States.
- Explain judicial review and analyze its use by John Marshall
- Describe growing differences in the economies and social structures of the northeast, south, and west.
- Analyze the causes of the War of 1812; analyze the post-war upsurge of nationalism

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.A.1	Civics, Government, and Human Rights
SOC.6.1.12.A.2	Civics, Government, and Human Rights
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.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

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.B.1	Geography, People, and the Environment
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Interdisciplinary Connections

LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
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.
	Range of Reading and Level of Text Complexity
	Key Ideas and Details
	Research to Build and Present Knowledge
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	Range of Writing

Learning Objectives

Examine the growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.

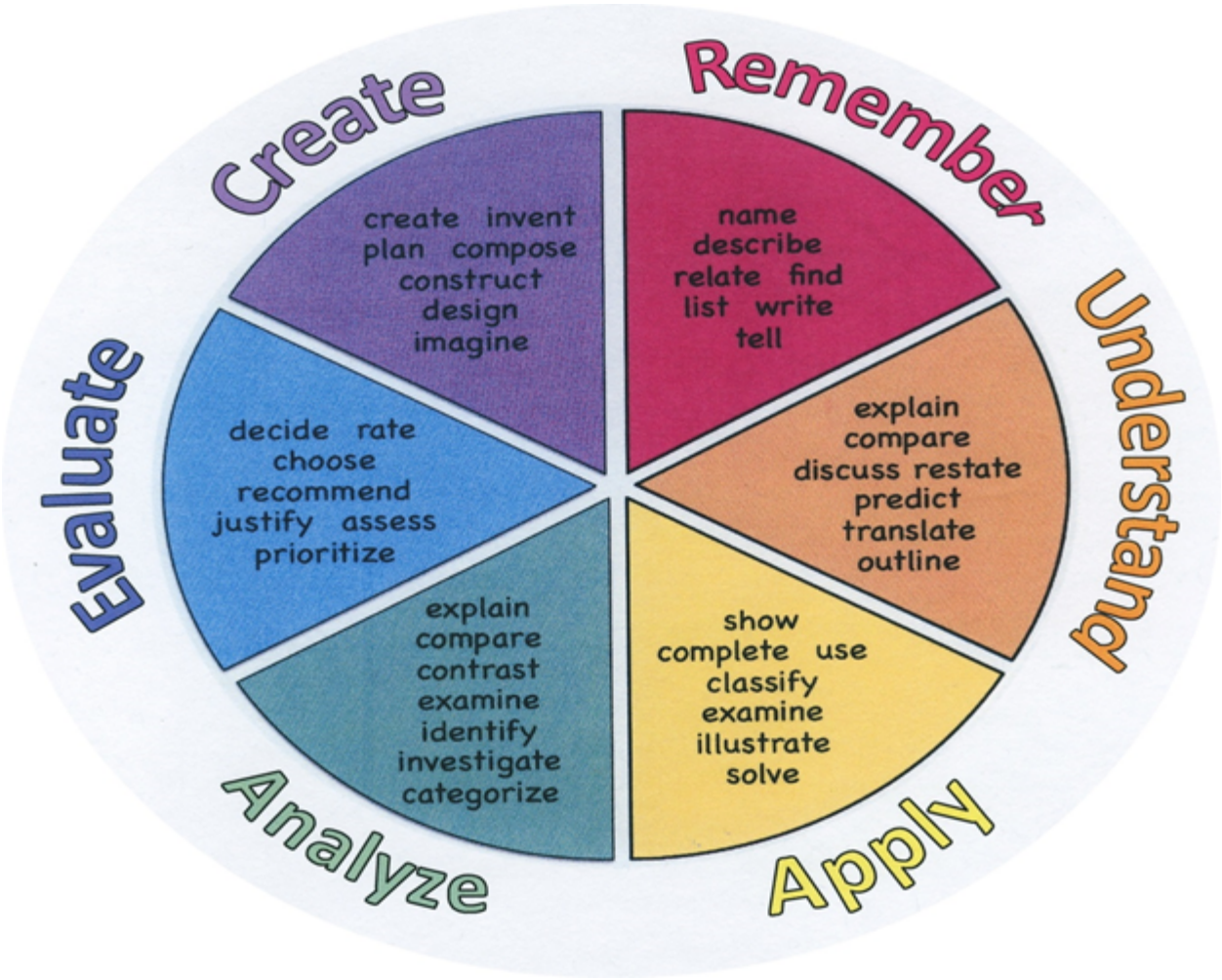
Understand the cause and effect of The War for Independence.

Interpret the United States Constitution and Bill of Rights and understand the designed to provide a framework

for the American system of government, while also protecting individual rights.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Debate the importance of establishing the Articles
- Students represent each state and develop their own constitution
- Read the Federalist papers 10 and 13
- Read as a class Alexander Hamilton vs Thomas Jefferson on Popular Rule (1780-1820) and discuss the points of view presented by both sides then split the class into two groups representing the sides of Hamilton and Jefferson and debate the validity of both sides.
- Write an essay comparing and contrasting Federalists and Jeffersonians than a position paper that contains a background essay, a thesis statement, and supporting citations for your conclusion. Debate the positions of the student papers by having the students read the opposing side's argument, which they will defend.
- Read: John Marshall and the Supreme Court, *Marshall Sanctions the Bank (1819)* then

write a short paragraph explaining the position of the court.
- Create two newspapers from the year 1812. One newspaper will reflect the English point of view and the other will represent the United States then present/debate the arguments from each newspaper.
- Long essay: Some historians have described the decade following 1812 as the "Era of Good Feelings." Support, modify, or refute this interpretation, providing specific evidence to justify your answer.
- Create a chart that shows the changes brought on by the Second Great Awakening than an essay taking a position of which part of society was affected the most. Be sure to cover the counter-argument.

Evidence of Student Learning - Checking for Understanding (CFU)

The student will understand:

British fight a series of wars with other European powers nations and with natives for control of North America.

Countries go into debt to fight wars.

Colonies rebel against taxation without representation.

The Revolution was both a popular uprising and a revolution of elites

The US won the war with help from Europe, Alliance, Geography, and leadership

The Creation of the US was dependent on the Founding Fathers.

Unit test-summative assessment

Think, pair, share-formative assessment

Web-based assessment-alternate assessment

-benchmark assessments (see below)

- Read as a class Alexander Hamilton vs Thomas Jefferson on Popular Rule (1780-1820) and discuss the points of view presented by both sides then split the class into two groups representing the sides of Hamilton and Jefferson and debate the validity of both sides.
- Write an essay comparing and contrasting Federalists and Jeffersonians than a position paper that contains a background essay, a thesis statement, and supporting citations for your conclusion. Debate the positions of the student papers by having the students read the opposing side's argument, which they will defend.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Textbook: America Pathways to the Present Prentice Hall

Reference: Bailey and Kennedy, The American Spirit, 11th edition, 2006 On-Line Version

DVD: America Story of US

DVD: Andrew Jackson, Good, evil and the Presidency.

Ancillary Resources

Technology Infusion

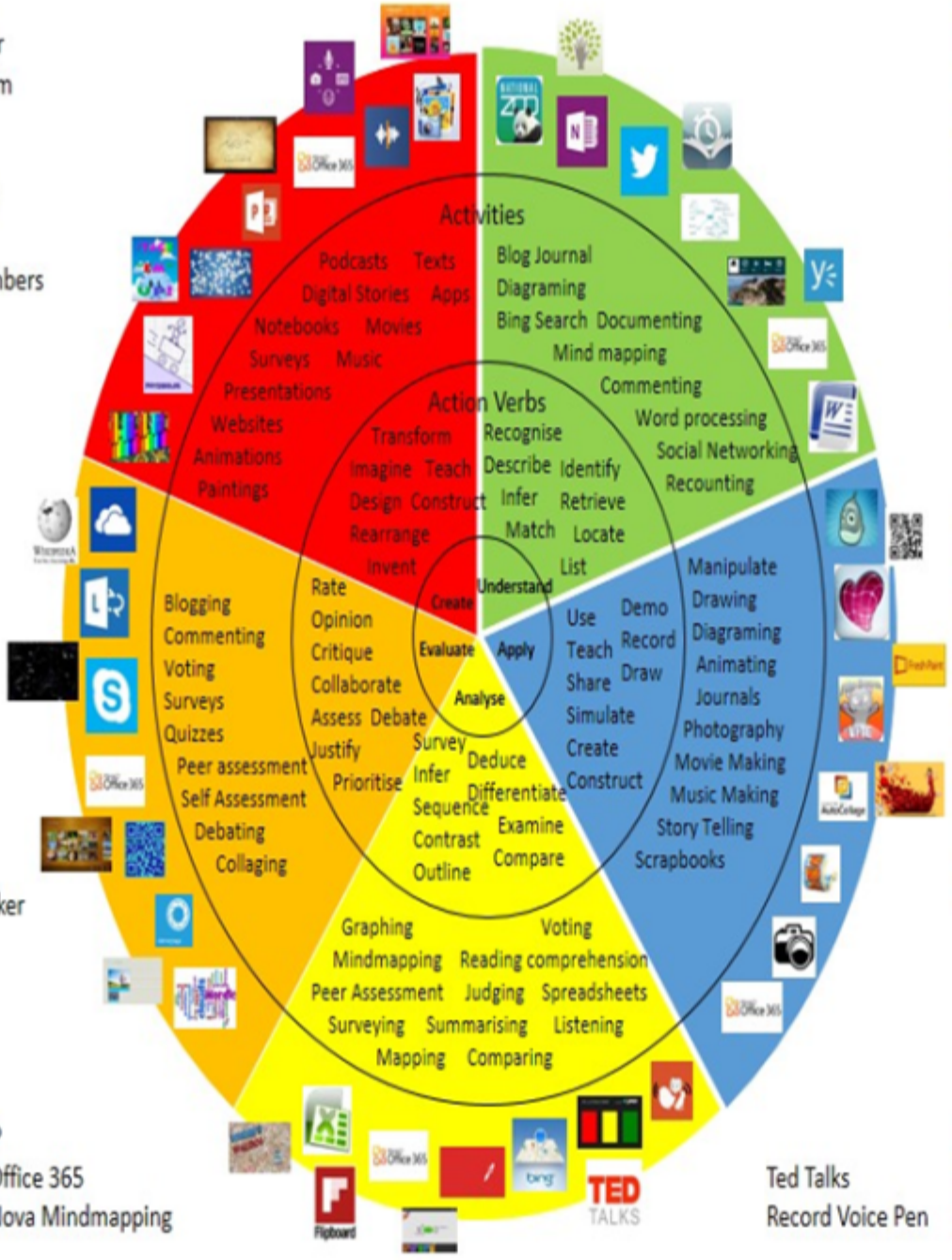
Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name: Slavery

NJSLS:linked

Interdisciplinary Connection:Linked

Statement of Objective: SWDAT Recognize and articulate how slavery affected the United States. Students will be able to articulate this objective.

Anticipatory Set/Do Now:Liked

Learning Activity: After a brief synopsis of the material in the objective, Students are working in heterogeneous groups that have been created to help the whole group succeed. A reading will be distributed. A reading and a chart will be distributed and a worksheet will be collected as an assessment.

Student Assessment/CFU's:Linked Well written assignment, while also being able to articulate their opinions during an assessment period.

Materials: Laptop, LCD, Text Maps, handouts,

21st Century Themes and Skills: Linked

Differentiation: Tiered grouping, these groups are put together during the first few weeks of school and will change during the school year to improve success.

Integration of Technology:none