Unit 2: Early Years and Westward Expansion

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Belleville Public Schools

Curriculum Guide

Social Studies Grade 8

Unit 2: Early Years and Westward Expansion

Belleville Board of Education

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Unit Overview

Unit two examines the precedents set during our early years as a nation, then traces our westward expansion, first to the Mississippi River, and eventually the Pacific Ocean. Unit two is divided into six modules.

Module 7 – Launching the Nation

Module 8 – War and Expansion in the Americas

Module 9 – A New National Identity

Module 10 – The Age of Jackson

Module 11 – Westward Expansion

Module 12 – Expansion and Conflict

Enduring Understanding

-President Washington and the new congress faced a significant number of foreign and domestic challenges.

-The development of political parties contributed to differing ideas about the role of the federal government.

-Trade and territorial conflicts led to the War of 1812 against Great Britain.

-The early 1800s saw a growing sense of national identity.

-The expansion of voting rights, and the election of Andrew Jackson, signaled the growing power of the American people.

-Americans expanded into the west, finding ways to extract wealth from nature.

-Westward expansion led to conflict with Native American tribes.

-The ideal of manifest destiny and the outcome of the Mexican American war led to US expansion to the Pacific Ocean.

-The California gold rush changed the future of the west.

Essential Questions

Essential Questions are:

- Questions that lie at the heart of a subject or a curriculum;
- Questions that promotes inquiry and the discovery of a subject.

-How did challenges and disagreements help shape the new nation?

-How should the War of 1812 be remembered?

-Why did America's national identity change in the early 1800s?

-Did Andrew Jackson advance the cause of democracy?

-Was the United States truly destined to expand west in the 1800s?

-What was gained and lost as Americans expanded into the Southwest?

Exit Skills

By the end of Grade 8, Social Studies Unit 2 Advanced, the student should be able to:

-Describe the political positions and conflicts between the founding fathers.

-Criticize the Indian Removal Act and its consequences.

-Compare the challenges faced by a miner, farmer, or rancher.

-Determine the impact of the 1849 California Gold Rush.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.8	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.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.

SOC.6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.1.8.CS4	Expansion and Reform: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Interdisciplinary Connections

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and

	style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.6-8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

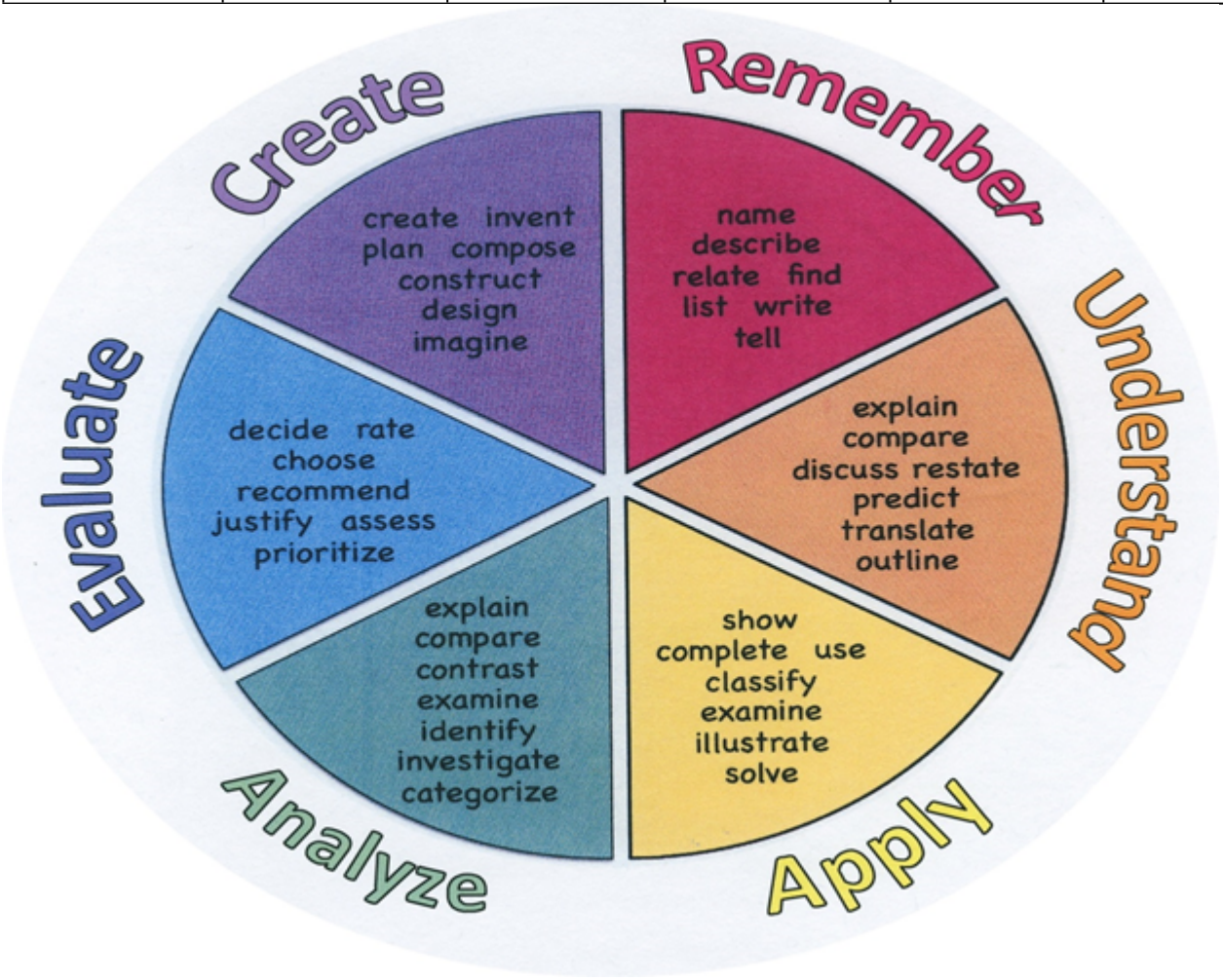
Learning Objectives

- Defend the value of political parties in American democracy.
- Judge the effect the American victory over Great Britain had on our status in the world.
- Predict likely results of the Missouri Compromise.
- Appraise the value of the Louisiana Purchase to the nation.
- Assess the effect of rail roads on the settlement of the west.
- Explain the relationship between the frontier and the Oklahoma land rush.
- Compare the options settlers had for traveling to California.

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 Recognize Repeat Reproduce	Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Outline Point out Separate		Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Letter to Washington to convince him to/ not to become king.
- Create social media feed tracing interactions between Adams, Jefferson, Hamilton etc.

- Examine political cartoons describing the Monroe Doctrine, then create one of your own.
- Create an annotated map that traces Lewis and Clark's voyage west.
- Write an editorial describing how important/ wasteful the race to build the transcontinental railroad is to the nation.
- Native American diary of the Ghost Dance and what unfolded at Wounded Knee.
- Create a political cartoon supporting/ condemning the spirit of Manifest Destiny.
- Newspaper articles chronicling events at the Alamo.
- Advertise transportation options for settlers going west to California.

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence for this Unit include:

- Exit ticket writing to George Washington whether he should become king or not (formative assessment)
- Students create a KWL chart on the Lewis and Clark voyage and explain what the students learned at the end of the section (formative assessment)
- Create an advertisement (alternative assessment)
- Unit exam (summative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

United States History – HMH Social Studies Text Book and supplemental materials

United States History- HMH Social Studies Workbook

ED Dashboard (Online Textbook)

Ancillary Resources

Internet based research

Teacher created supplemental materials

Maps/ charts/ posters/ diagrams/ infographics

Video clips

Channel 1 subscription

Document Based Question resources with original source documents

Junior Scholastic Monthly Magazine

Artistic supplies: paper, colored pencil, scissors, etc.

Technology Infusion

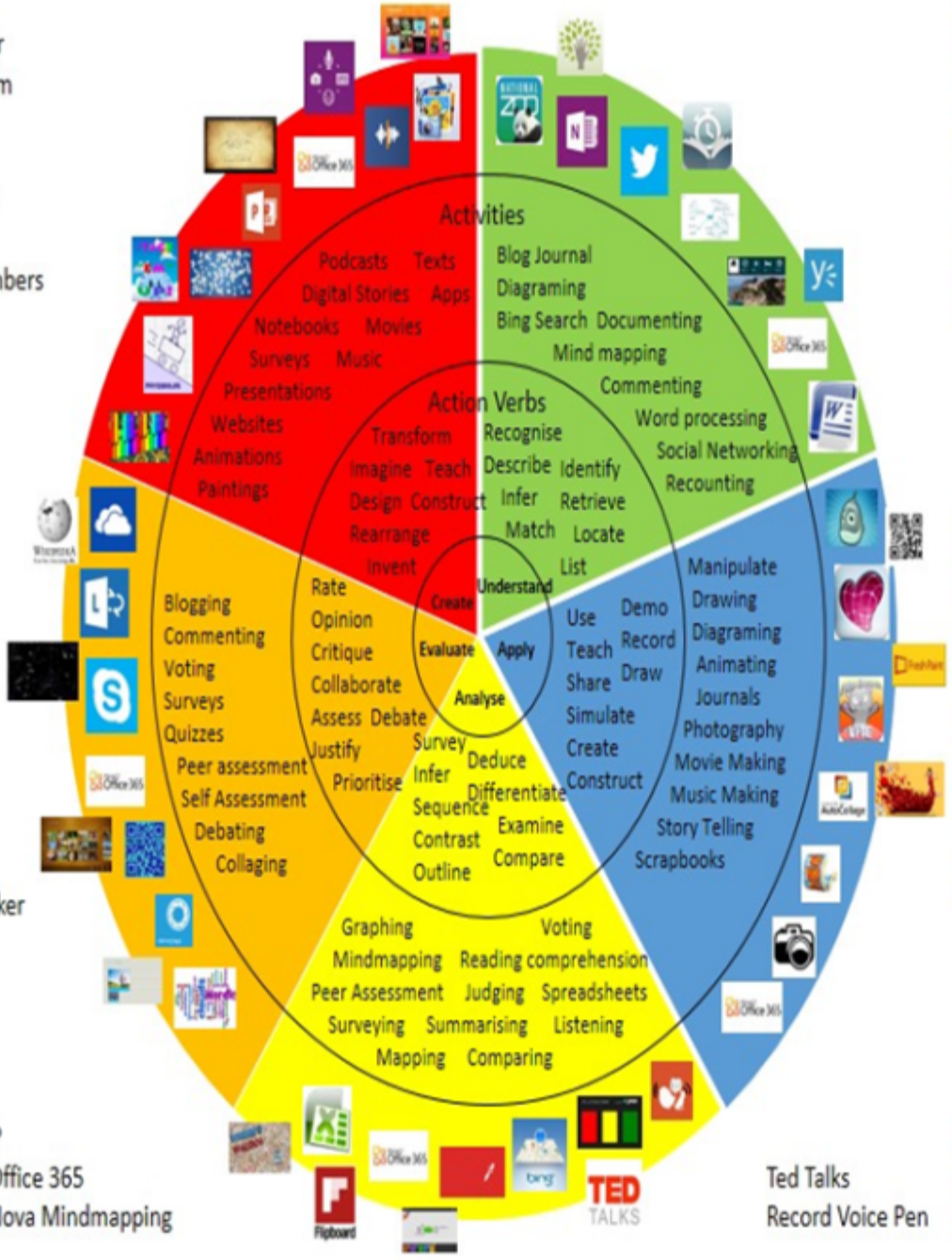
Internet connected Chromebook computer/ laptop

Video clip sources including but not limited to Channel 1, Discovery Education, PBS, History Channel, YouTube

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

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8	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.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology,

	engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.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.

21st Century Skills/Interdisciplinary Themes

- 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

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

Differentiation

Different Differentiations that will be employed in this include:

- Allowing students to work in small groups assignments to complete (graphic organizers, projects, and assessments)
- Allow work to be submitted online and allow extra time to complete assignments
- Different Summative Assessments (Projects, Google Forms, Open Ended, Essays

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

Special Education Learning (IEP's & 504's)

Different Special Education Learning adaptations that will be employed in the unit include:

- Using online website, teachers use assistive technology for audio presentation for Unit 2
- Using HMH workbook for each section to help identify main ideas for each section
- Playing Kahoot at the end of each unit as the primary resource for a study guide

- 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
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

Different English Language Learning strategies that can be used for this Unit include:

- Create documents through different Google programs to translate documents to specific languages (worksheets, graphic organizers, notes)
- HMH Spanish/English Workbook to identify main points for each section
- Pair students up with same language speaker

- 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

At Risk

Different Intervention Strategies that will be employed in the unit include:

- Playing Kahoot at the end of each unit to summarize main ideas for that section
- Allow students to work in groups that allow students to write a letter to George Washington convincing him to become king/not king
- Allow students to make corrections on Unit 2 assessment that allows students to identify main ideas

- 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

Talented and Gifted Learning (T&G)

Different Talented and Gifted adaptations that will be employed in the unit include:

- Write an editorial describing how important/ wasteful the race to build the transcontinental railroad is to the nation.
- Letter to Washington to convince him to/ not to become king.
- Create social media feed tracing interactions between Adams, Jefferson, Hamilton etc.
- Having high order thinking questions (open ended) on assessments to challenge and further

explain the main ideas for the unit

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson