Unit 2: Expansion and Reform 1800-1848

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Curriculum Guide

UNITED STATES HISTORY, 10TH GRADE

EXPANSION AND REFORM 1800-1848

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: MS. EMILY PASCALI BHS TEACHER

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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Unit Overview

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- Innovations in technology, agriculture and commerce powerfully accelerated the American economy, precipitating profound changes to US society and to national and regional identities.
- The US interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Enduring Understanding

- There was continuing debate over the power of the national government versus states' rights.
- The economic and social systems of the north, south, and west became more pronounced and slavery, more entrenched.
- The Second Great Awakening believed in the perfectibility of man and, thus, was a catalyst for many reform movements. .
- Advances in technology promoted the development of the First Industrial Revolution and an increasing market economy, which altered family and gender relationships, as well as migration patterns of groups of people.

- Improved transportation systems allowed for greater access to natural resources, markets and western lands.
- The United States doubled its size and sought to dominate the North American continent by military, diplomatic and demographic means.

- The Supreme Court under Chief Justice John Marshall asserted federal power over state laws.
- The American System of Henry Clay sought to establish a more unified national market economy through the creation of a Second Bank of the United States and enactment of a protective tariff and federally funded internal improvements.
- Improved transportation aided in the movement of goods and people.
- Improved transportation systems allowed for greater access to natural resources, markets and and western lands.
- Trade and trapping became important in the Far West
- The United States sought dominance over not only the North American continent, but sought to extend its influence into Latin America with the Monroe Doctrine.
- The geographic growth of the United States led to controversy over the expansion of slavery into new territories and increased conflict with Native Americans.

- The Jacksonian Era saw the emergence of the Second American Party System, with the Democrats and Whigs being the two major parties.
- The political system became much more democratic during the Jacksonian Ear.
- Debate over the power of the federal government versus states' rights flared into a direct challenge to federal authority economically and politically.
- The American System of Henry Clay sought to establish a national market economy, but resulted in increased sectional tension.
- In their desire for land, whites continued to encroach into Native American lands, which ultimately led to the removal of eastern tribes, including the "five civilized tribes," to west of the Mississippi River.

- Industrialization increased sectional differences, which led to varied expectations on the role of government in the economy.
- Growth in advanced technology and industrialization led to a rapidly expanding middle class
- The factory system led to the need for an increased labor supply that was increasingly met by native-born women and immigrants.
- Industrialization and the factory system transformed gender and family roles, and increased the separation between home and the workplace.
- Natural population growth was aided by increasing immigration from Europe, which led to rising nativist sentiment.

Essential Questions

- How was the nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties?
- While Americans embraced a new national culture, How did various groups developed distinctive cultures of their own?
- How did an increasing number of Americans, many inspired by new religious and intellectual movements, work primarily outside of government institutions to advance their ideals?
- How did transportation systems and technologies dramatically expanded manufacturing and agricultural production?
- What changes caused by the market revolution had significant effects on US society, workers' lives, and gender/family relations?
- How did the United States' acquisition of lands in the West give rise to contests over the extension of slavery into new

territories?

Exit Skills

By the end of Unit 2 students should be able to

- Apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

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.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
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.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
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.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.

Interdisciplinary Connections

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.9-10.6	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.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Learning Objectives

The student will be able to:

- Explain how the First Industrial Revolution alter the labor force and family relationships in the United States.
- Analyze the foreign policy issues facing the nation between 1800 and 1820 and evaluate the relative success of the United States in dealing with them.
- Identify and explain the ways in which the Marshall Court attempted to increase the power of the federal government at the expense of the states.

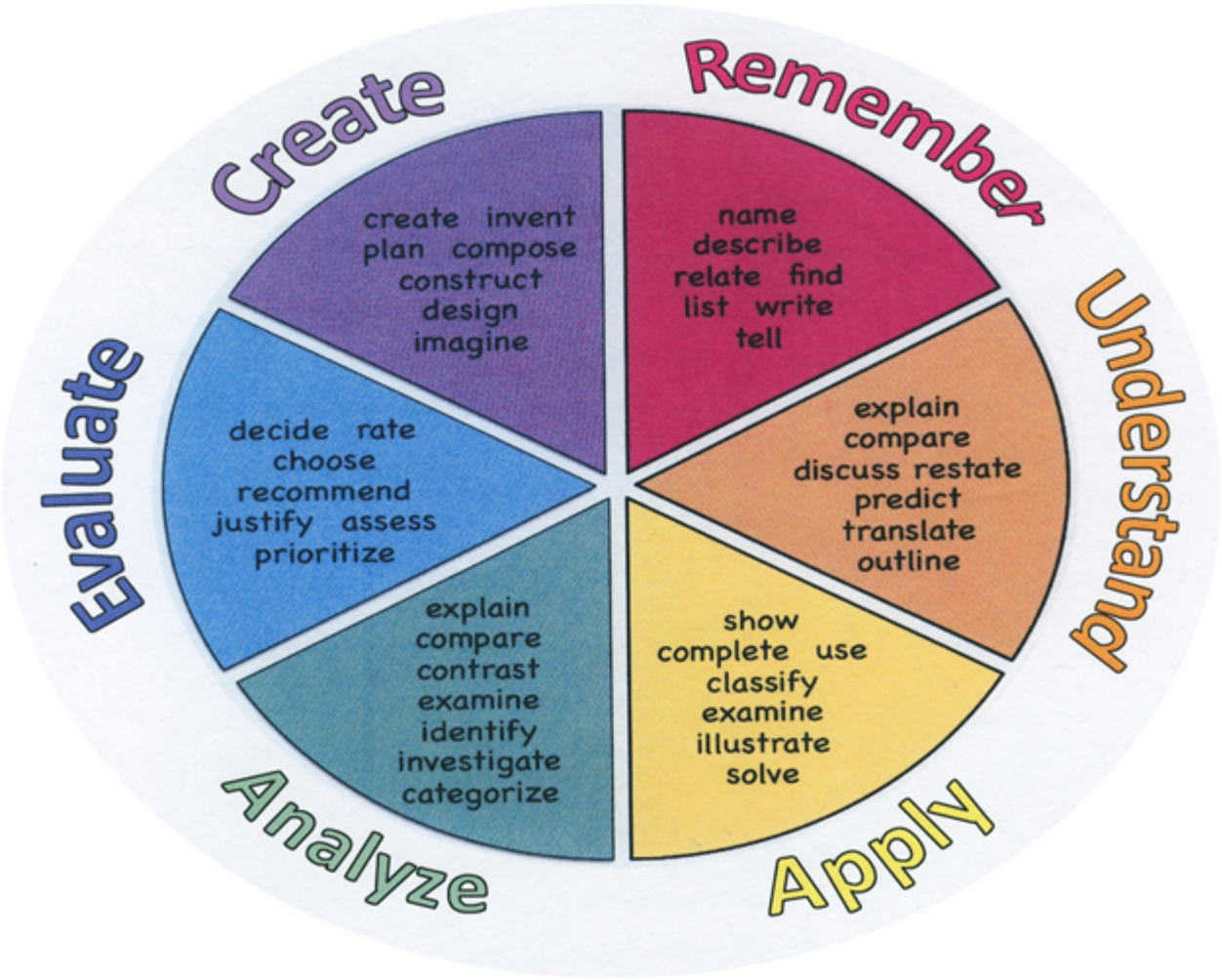
- Explain how the proposed American System was a change in the economic structure of the American economy thus far.
- To what degree was the period shortly after 1812 through the early 1820s a time of exceptional political unity?
- Identify and explain the factors that led to the demise of the first era of political parties.
- Analyze the ways in which westward migration intensified conflict over slavery.

- Explain how ideas similar to Henry Clay's American system contributed to increased sectional tension.
- Compare and contrast the beliefs of the Democratic Party with those of the Whig Party.
- Analyze the ways in which the power of the presidency increased between 1828 and 1836.
- Identify how the actions of Andrew Jackson, as President, threatened separation of powers among the three branches of the federal government.

- Analyze the reasons for rapid population growth in the United States and the consequence of that growth.
- Explain how transportation innovations further isolated the South from other regions of the United States.
- To what degree and in what ways did the early industrial revolution change the labor force, gender roles, and social mobility.
- Analyze how the development of the factory system further isolated the South and set the stage for increased sectional tension.

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

- Establish historical context by checking for understanding about events such as Supreme Court decisions, Mexican War, Texas Independence, Manifest Destiny, Reform Movements, and Early Industrialization.
- Build foundation through vocabulary and key people identification
- Use of maps and interactive time likes to understand the context surrounding Manifest Destiny.
- Create a map of the areas directly and indirectly affected by the new borders and states due to Manifest Destiny and westward movement.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from three different points of view: Female factory Worker, pioneer in the Gold Rush, Escaped slave
- Research and collect historical evidence for an essay on Uncle Tom's Cabin and Cannibals' All.

Assessment Evidence - Checking for Understanding (CFU)

Quiz on Supreme Court Cases under John Marshall-benchmark assessment

Journal from the point of view of a Gold Rush settler, Tejano during the Mexican War, escaped slave.

Student created rubric to grade presentations discussing the Missouri Compromise, Bleeding Kansas and Dred Scott Decision.

Unit test-summative assessment

Think, pair, share-formative assessment

Written reports-alternate 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

HMH Textbook American History and EBook

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

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Technology Infusion

- Use of Google Chrome Books
- Google Classroom
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

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.

PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

21st Century Skills/Interdisciplinary Themes

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

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.

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

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments

- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- 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
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or 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)

Extended time for Journals from the perspective of various participants in Westward Expansion (Oregon Trail, CA Gold Rush, Texas Independence).

Check students progress as they take notes on the anti-slavery events such as Dred Scott Decision, Missouri Compromise.

- 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)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the Mexican War.

- 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

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the Texans during their fight for independence or the pioneers who explored the Oregon Trail.

- 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)

debate about how the Gold Rush changed the landscape of the US.

investigate the ways the anti-slavery movements helped bring us closer to the Civil War.

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: