Unit 3: Rise of Sectional Division

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Summary

In the two part United States History sequence (US History I and US History II), students serve as novice historians as they engage in historical inquiry and refine key skills necessary for success in the 21st century. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

The following core understandings cut across historical eras. As such, students have the opportunity to draw connections between events, analyze historical patternization, and speculate about future occurrence in our republic:

1. While marked by unique circumstances, periods of migration and subsequent settlement are often motivated by a desire of one group to expand opportunities and access, often at the expense of another.

2. While America's commitment to democracy has served as a guiding principle, a source of stability, and an example to other countries, its inconsistent implementation has also resulted in tension, conflict, and unequal access at home and abroad.

3. Significant social change requires the coordinated and sustained efforts of countless individuals and groups; this change is often gradual, requires the use of various tactics, and is met with resistance that must then be counteracted.

4. Power relations between individuals, groups, or governments are ever-changing; attempts to exert influence, expand access, and assert control often lead to both intended and unintended consequences.

5. The American experience is rooted in the cultures, traditions, and contributions of various individuals and groups who have intersectional identities; a discussion of the contributions of diverse cultures, groups, and individuals offers a more complete understanding of US history.

This unit is part of the larger aforementioned course sequence and specifically focuses on the rise of sectional division between the North and South. Students will understand that while there was continual resistance to the institution of slavery by enslaved individuals and a growing aboltionist movement, the institution of slavery was deeply embedded in the national economy. Consequently, various groups in both the North and South had a vested interest in maintaining and expanding its presence throughout the growing nation. By the end of this unit, students will be able to explain that while some underrepresented groups gained positive change through reform, others faced increasingly harsh discriminiation and restrictive policies as the nation grew Westward and sought to maintain existing social structures. Moreover, students will be able to connect this phenomena to the growth of regional sectionalism that will eventually lead to the Civil War.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2022

Standards

6.1.12.CivicsPI.2.b: 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.

6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

6.1.12.EconEM.2.b: 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.

6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

LA.RH.9-10.1 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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 - [Progress Indicator] - 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.9-10.6 - [Progress Indicator] - 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.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.

LA.RH.9-10.9 - [Progress Indicator] - 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.RH.9-10.10 - [Progress Indicator] - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

LA.RST.9-10.1 - [Progress Indicator] - 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.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and 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.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

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.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in

which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - 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.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and

shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SEL.PK-12.3.1 - [Sub-Competency] - Recognize and identify the thoughts, feelings and perspectives of others

SEL.PK-12.3.2 - [Sub-Competency] - Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds

SEL.PK-12.3.3 - [Sub-Competency] - Demonstrate an understanding of the need for mutual respect when viewpoints differ

PFL.9.1.12.A.5 - [Standard Statement] - Analyze how the economic, social, and political conditions of a time period can affect the labor market.

PFL.9.1.12.A.11 - [Standard Statement] - Explain the relationship between government programs and services and taxation.

PFL.9.1.12.F.1 - [Standard Statement] - Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.3 - [Standard Statement] - Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender, race and ethnicity, disabilities, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent did US westward expansion policies represent empire building?
- How did social movements expand the definition of freedom for Americans?

Enduring Understandings:

- Social movements are organized by and are comprised of everyday people that come together to make change around specific causes
- The institution of slavery was deeply emebeded in the national economy leading to various groups in

both the North and South having an vested interest in maintaining it.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to):,Nationalism, Monroe Doctrine, Seminole Wars, Missouri Compromise, Tallmadge Amendment John Quincy Adams, Election of 1824, Corrupt Bargain, American System, Henry Clay, Andrew Jackson, Second Party System, Jacksonian Democracy, Trail of Tears, Indian Removal Act, spoils system, Tariff of Abominations, national bank, veto, Gabriel Prosser, German Coast Uprising, Denmark Vessey, Turner's Rebellion, J. Marion Sims, Missouri Compromise, Second Great Awakening, Industrial Revolution, Market Revolution, Dorethea Dix, Horace Mann, Elizabeth Cady Stanton, Harriet Beecher Stowe, Mormons, Shakers, Utopian Societies, Transcendentalism, Walt Whitman, Frederick Douglass, Harriet Tubman, Seneca Falls Convention, Manifest Destiny, James K. Polk, Oregon Trail, Texas Revolution, Tejanos, annexation, Mexican-American War, Compromise of 1850, Mexican Cession, Treaty of Guadalupe Hidalgo, Gold Rush, 49ers, Californios, nativism,
- The United States' perception as a world power shapes the government's actions and relationships with other groups.
- Reenforced by US government policies, there was an expectation by white settlers that they were entitled to westward lands, even if this came at the expense of other cultures.
- In this time period, while male voters saw their voting rights expanded with the removal of property ownership qualifications; however opportunities for women and African Americans to vote through state requirements were simultaneously restricted or removed.
- The Trail of Tears and Indian Removal Act represent Jackson's policy of forceful relocation of Indigenous groups.
- The institution of slavery was resisted through both passive and active methods.
- The Antebellum Reform movements were motivated by the Second Great Awakening and appealed to people's emotions and sense of morality.
- The Abolition movement grew popular in the Northern region of the United States, which was moving towards gradual or total emancipation on a state-by-state basis.
- The South defended the institution of slavery with various religious and economic arguments.
- The philosophy of Manifest Destiny was used as a justification for westward expansion.
- The American settlers engaged in the Texas Revolution often compared themselves to the American revolutionaries, even framing their Constitution after the United States'.
- Polk's desire to achieve Manifest Destiny can be linked to the onset of the Mexican American War.
- While westward expansion offered some groups economic benefits, this came at the expense of

Indigenous groups' autonomy, other countries' sovereignty and the exploitation of underrepresented groups.

- Nativists were fueled by xenophobia and sought the limit the influence of immigrant groups through both political measures and violence
- The social construct of race continued to be codified as new territories gained through Manifest Destiny were settled.
- The sectional divide between the Northern and Southern regions was fueled by political, economic and social factors.
- After the initial implementation of the Constitution, the nation went through a period of multiple conflicts and subsequent compromises regarding the extension of the institution of slavery in westward lands
- A series of conflicts between state governments and the federal government challenged the federalist system outlined in the Constitution and required either legislative or judicial resolutions.

Students will be skilled at:

- Evaluating Jackson's appeal to the Common Man while expanding the role of the president.
- Assessing the impact of Jackson's forceful removal of Indigenous cultures.
- Establishing change and continuity over time of enslaved people's methods of resistance to the institution of slavery.
- Connecting the Industrial Revolution of Britain and the United States in bringing about progress and challenges in the United States.
- Comparing and contrasting reform movements' methods, leadership, and participation.
- Explaining why the Antebellum Reform Movements were more popular in the Northern region rather than the Southern region.
- Evaluating the impact of the Reform Movements on growing sectional tensions.
- Refining argumentation skills by evaluating the justification of events during Manifest Destiny.
- Examining multiple perspectives of the Texas Revolution, the Mexican American War, the Reform Movements etc. to determine regional beliefs.
- Locating and defining changing geographical boundaries of the United States.
- Identifying the regional identities of the Antebellum North and South as shaped by economic, political, and social factors.
- Addressing and rectifying misconceptions of the Antebellum North and South.
- Analyzing the development and negative impact of racial caricatures and proposing ways to combat

these effects

- Examining, analyzing, and interpreting primary and secondary source documents to determine application by historians.
- Working independently and collaboratively to present their comprehension and understanding.
- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Writing with evidence to support an original claim.
- Creating a claim to respond to a prompt.
- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.

Learning Plan

This unit plan includes but is not limited to the following strategies:

- **Changes in Suffrage**: Students will analyze voting rights in New Jersey, Connecticut, and New York before and after the 1820s to analyze how expansion of voting rights for white men occurred at the expense of voting rights for some women and African Americans with property

- **Jackson for the "Common Man":** Students will interpret primary documents on the policies of Jackson and political cartoons representing Jackson's presidency to determine whether Jackson acted to represent the common man or abused his power as president.

- **Trail of Tears/ Indian Removal Act Mock Trial:** Students will investigate Jackson's role in the Indian Removal Act and Trail of Tears to create and defend an argument regarding the extent to which Jackson should be held accountable for crimes against humanity. Students first interpret primary sources, then take on roles as witnesses, attorneys, and judges in a mock trial.

- **Evolution of Resistance Movements:** Students will work in groups to review the different forms of resistance and examine major rebellions of the early 19th century, including but not limited to: Gabriel's Rebellion, German Coast Uprising, Denmark Vessey and Nat Turner's Rebellion. Students will engage in a whole class discussion on the significance of resistance and implications such movements have to today.

- **Reform Movement Jigsaw:** Students will work in partners to research different social reformers related to the following movements: Temperance, Second Great Awakening, Transcendentalism, Prison Reform, and Education; Students will act as agents of their figure and "meet" other reformers to draw connections upon the different aspects of the reform movement and identify societal changes made during the reform movement.

- **Abolition Movement:** Students will research different abolitionists of the time period and compare tactics used by abolitionists in an effort to bring an end to the institution of slavery.

- **Seneca Falls Convention Simulation:** Students will work in groups and read about the historical context of the Seneca Falls Convention as well as the experiences of women of different races, ethnicities and classes living during the time period (New England Mill Workers, Enslaved African American Women, Cherokee Women, Middle- and Upper-Class White Reformers, and Women in the Newly Conquered Territory of New Mexico). Students then engage in a mock Seneca Falls meeting where they discuss the concerns facing their studied group and as a class attempt to create five resolutions considered most important in addressing the issues facing women during the time period. Afterwards, students compare their resolutions to those actually made at the Seneca Falls Convention, and address the extent to which the early Women's movement addressed issues concerning all women living in America at the time.

- **Industrial Revolution and the Rise of the Cotton Gin**: Students will analyze graphs and primary sources to identify how the Industrial Revolution and creation of the cotton gin led to a rise in the enslavement of African Americans

- **Texas Revolution Document Analysis:** Students will analyze multiple primary sources representing varying perspectives on the annexation of Texas to develop a complex understanding of Texas Independence

- **Mexican-American War Fishbowl:** Students will annotate a reading on the Mexican-American war in preparation for a fishbowl/Socratic Seminar where students discuss the causes of the war, its impact on Americans, Mexicans, and Indigenous groups, and the tactics used within the war

- **Genocide and the Gold Rush:** Students will watch a video on the genocide of the Pomo tribe and other Indigenous groups of California and then write a response on how the history of the Gold Rush has impacted Indigenous People in California

- **Chinese Immigration:** Students will first examine through narratives Chinese immigrants and their contributions to the development of California. Then, students will compare to secondary charts and texts to determine various motivations and consequences of the competitive environment which led to discrimination and limited opportunities.

- **Irish and German Immigrants Source Analysis:** Students will analyze political cartoons and primary sources to determine the causes and effects of immigration, and how they were viewed differently from white Americans

- **Race as a Social Construct:** Students will analyze primary sources and photographs relating to the legal and social construction of race during the Antebellum period. Students will address how the social concept of race has evolved over time and changes to the concept of race reflect changes in population.

- **Myths vs. Reality of the Antebellum South**: Students will first interpret images relating to the mythical narrative of the Antebellum South, then read and annotate the "Myths of the Antebellum South" and "Racial Caricatures" articles to develop an understanding of the reality of the Antebellum South. Students will then analyze clips from the beginning of *Gone with the Wind* to assess the extent to which popular media perpetuates myths of the Antebellum South rather than the reality.

- **Treatment of Enslaved Individuals**: Students will read excerpts from narratives of enslaved Black men and women to analyze the experiences of enslaved individuals, including the violence faced and resistance of enslaved Black men and women. Students will consider unethical and immoral treatment, such as the experiments of J. Marion Sims, and examine Southern defenses and Northern counterarguments for such treatment during the time of growing abolition.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessments

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips, Class Activities, Homework, Quizzes

Summative Assessments:

- Unit Tests including Multiple Choice, Free (Paragraph-length) response questions, Document Analysis Question (DAQ) Response

Benchmark Assessments:

- DAQ Response (Students will be able to complete all steps of the DAQ)

Alternative Assessments:

- Manifest Destiny Mind Map: Includes political, economic, and social causes and effects of major events, a section on acts of resistance from marginalized groups, and content specific terms (in objectives) for students to apply and express their understanding of the significance of this time period's events, people, places and their effects to the expanding United States.
- Regional Analysis of Antebellum North and South: Using materials from class and outside research, students will analyze the conditions of each region and how they addressed the institution of slavery, racial and ethnic discrimination, sectional identity, and abolition. Students will create a written response to compare the conditions in the Antebellum North and South.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course:Core Book List

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources

- Articles of Confederation
- The Constitution
- Washington's Farewell Address

- Henry Clay of Kentucky urges war with Britain, February 22, 1810.
- Congressman Felix Grundy of Tennessee prefers “war to submission,” December 9, 1811.
- Congressman Felix Grundy accuses the British of inciting the Indians to war.
- Representative John Randolph of Virginia “it was our own thirst for territory” that aroused the Indians.
- President Madison’s Declaration of War
- A.L. Burt (1940) insists that maritime rights were the major cause of the war.
- King Andrew the First - Political Cartoon
- To The Victors Belong the Spoils - Political Cartoon
- General Jackson Slaying the Many Headed Monster
- The Bloody Deeds of General Jackson - Primary Source Article
- Old Jack Clearing Uncle Sam’s Barn of Rats - Political Cartoon

The Institution of Slavery and Enslaved Peoples’ Narratives Materials:

Harper, Douglas. "Slavery in New Jersey." Slavery in the North, 2003. Web. 01 Apr. 2017.

When I was a Slave Memories from the Slave Narrative Collection

Frederick Douglass escape from slavery reading

Slavery narratives close reading activity

Age of Jackson Materials:

Choices Program Unit: Civil Lessons for Student Engagement

- Cherokee Nation v. Georgia, 1831

Mock trial of Andrew Jackson

Cherokee/Seminole removal role play

Trail of Tears: They Knew it Was Wrong

"Children of the Forest" activity

Good Evil and the Presidency

CNN Article: Native Americans weren't alone on the Trail of Tears. Enslaved Africans were, too

Cherokee Petition Protesting Removal, 1836

Reform Movement Materials:

Seneca Falls Convention Simulation Activity

Zinn Project Abolitionist Profiles

PBS' American Experience, "Division at Seneca Falls" Video

Sojourner Truth's "Ain't I a Woman?" Speech performed by Kerry Washington Video

Resistance to Enslavement Materials:

Nat Turner resources with lesson plans

Amistad lesson plan

Supreme Court ruling on Amistad Case

Antebellum Materials:

Freedom's Journal primary source activity

The Myth of the Antebellum South Article By James B. Calvert

Racist Caricatures and a Discussion of their Negative Effects Excerpts from Ferris State University's Jim Crow Museum

Antebellum South documents/maps/charts

Gone with the Wind - Selections from film (see supervisor for specific times and scenes)

Manifest Destiny Materials:

Gold Rush: Genocide of California Pomo Tribe Video

SHEG Texas Revolution Document Analysis and Argumentation

Manifest Destiny critical reading

Texas Revolution causes analysis

Gold Rush effects on Indigenous American

Gold Rush primary source activity

History Channel's Mexican American War documentary

"The Alamo Attacked" and "Davy Crockett and Santa Ana"

"We Take Nothing by Conquest, thank God" - Excerpt from a People's History of the United States

John Gast "American Progress" Manifest Destiny image

Albert Bierstadt on the Oregon Trail - Excerpt

Jose Fernando Ramirez (1805-71) served in the Mexican Congress during the war with the United States. Excerpts from his diary and letters

"The Mexican War" from the America at War Collection, Smithsonian National Museum ofAmerican History

Jesús Valasco-Marquez, Instituto Tecnologico Autonomo de Mexico, "A Mexican Viewpoint on the War With the United States," Voices of Mexico, issue #41, Center for Research on North America (CISAN), National

Autonomous University of Mexico, 2006.

“Treaty of Guadalupe Hidalgo” by Richard Griswold del Castillo, University of Texas

“The U.S.-Mexican War: A Major Watershed” by R. David Edmunds, University of Texas at Dallas

“The Role of Westward Expansion in American Culture,” Noel Ignatiev, Writer and Historian, Du Bois Institute, Harvard University

Eric Foner, historian, Give Me Liberty, 9th Edition, Excerpts

“Black Cowboys and Indian Removal,” from Smithsonian History

“The Lesser Known History of African American Cowboys,” Smithsonian Magazine, 2017.

“Westward Expansion and the Gold Rush,” from The Digital History Project at the University of Utah

Baynard Taylor (Report for New York Tribune), “Problems of the gold Rush,” 1849.

1860,Chinese merchant Pun Chi drafted a petition to Congress to protect Chinese immigrants.

Horace Greeley, New York Tribune, 1871, Manifest Destiny Letter

Adolph Wislizenus, a German traveler who visited the West in 1839.

In Honor of Black History Month, We Introduce Joshua Bryant – Cranford Historic Society Article

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.