

# Unit 3: Development, Democracy and Reform (1781 - 1840)

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **8 weeks**  
Status: **Published**

## Summary

---

In United States History I Honors, students will study events beginning with European colonization through the closing of the West. The US History I Honors course is intended to refine students' historical thinking skills and closely mirrors those of the AP US History course. Students further their understanding by examining historical events within the context of different themes such as American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

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

This unit is part of the larger aforementioned course sequence and specifically focuses on development, democracy, and reform in the new nation. Students will track how the development of the Constitution and then the War of 1812 solidified American independence and transformed identity while ushering in another period of change, progress, innovation, and challenges. By the end of this unit, students will be able to understand the events and historical actors that shaped the new nation by using independent and collaborative strategies to contextualize, identify viewpoints, write with evidence, create and support a claim, and establish causal relationships. Moreover, further examination and connection to AP Themes and definitions will allow students to develop a more comprehensive content focus.

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. Furthermore, 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 2021

## 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 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 does the Constitution create a federalist system that serves the people of the United States?
- How did the emergence of nationalism impact or affect the American culture and society of the 1800s?



- How have various Supreme Court rulings expanded national power while protecting American's civil rights?
- To what extent were the reform movements of the 1800s effective?

#### Enduring Understandings:

- The new nation was shaped by dedicated leaders, competing political parties, and an existential threat from the British, all of which solidified American independence and transformed American identity.
- The Constitution is a "living document" influenced by different ideologies.

### Students Will Know

---

Students will know:

- Terms, concepts, and individuals (including, but not limited to):
  - Articles of Confederation
  - Barbary Pirates
  - Northwest Ordinance
  - Shay's Rebellion
  - Constitutional Convention
  - Virginia Plan/New Jersey Plan
  - Three-Fifths Compromise
  - Electoral College
  - Federalists vs. AntiFederalists
  - Federalist Papers
  - Washington's Presidency
  - Pinckney Treaty
  - Emerging Political Parties
  - Whiskey Rebellion
  - John Adams' Presidency
  - XYZ Affair
  - Alien and Sedition Acts
  - Election of 1800
  - Jefferson's Presidency
  - Louisiana Purchase
  - Lewis and Clark and the Corps of Discovery
  - Development of the Supreme Court (Marbury v. Madison - judicial review)
  - Judicial Nationalism - McCulloch v. Maryland, Gibbons v. Ogden, Dartmouth v. Woodward)
  - Embargo Act
  - Non-Intercourse Act
  - Bank of the United States
  - War of 1812 and Madison's Presidency
  - Tecumseh and The Prophet
  - Battle of Horseshoe Bend
  - Battle of Baltimore
  - Star Spangled Banner
  - Burning of the Capitol
  - Battle of New Orleans
  - Hartford Convention
  - Treaty of Ghent

- Era of Good Feelings (Monroe's Presidency)
  - Tariff of 1816
  - American System and Henry Clay
  - Erie Canal
  - Adams-Onís Treaty
  - Monroe Doctrine
  - Panic of 1819
  - Seminole Wars
  - Tallmadge Amendment and Missouri Compromise
  - Market Revolution
  - Expansion of Voting and Political Rights under Jackson
  - Second Two Party System
  - Corrupt Bargain
  - Nullification crisis
  - National Bank debate
  - Trail of Tears
  - Industrialization and the impact to institution of slavery
  - Panic of 1837 (Van Buren)
- How a series of compromises allowed progress to be made at the Constitutional Convention
  - Washington helped define the American President
  - How the difficulties Adams' faced as president were exacerbated by the political divide between the Federalists and Democratic-Republicans
  - The successes and criticism of Jefferson's presidency
  - *Marbury v. Madison* helped to establish the process of judicial review
  - The various justifications and effects of the War of 1812
  - Jackson challenged the existing form of government and the role of the presidency

Students will be skilled at:

- determining the characteristics of a strong leader within context
- evaluating the impact of political parties in context (past and present)
- examining, analyzing, and interpreting primary and secondary source documents to provide evidence of point of view, purpose, intended audience, and experiences during this time period.
- working independently and collaboratively to demonstrate comprehension and understanding.
- contextualizing to place events and sources into a broader historical timeline to describe the circumstances surrounding a topic.
- interpreting multiple perspectives to compare and contrast varying viewpoints for relative similarities and differences regarding a specific topic.
- writing with evidence to support an original claim.
- creating a claim to respond to a prompt.
- establishing causal relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).
- developing applicable connections to APUSH Themes.

---

## Learning Plan

The unit learning plan includes, but is not limited to the following strategies:

- Articles of Confederation Simulation: Students will be paired to represent one of the 13 states and receive a State Sheet for factual information and context. Each state will evaluate the Article's effectiveness over specific issues (historically based), and create a unified government. Can be followed by a Constitutional Convention simulation in similar pairings and strategy.
- Close Reading of Foundational Documents: Students will highlight relevant words, phrases and passages that support the author's claim (Constitution, Federalist Papers, etc.). Students will connect ideas outlined in the documents to colonial experiences with the British government in the Revolutionary Period.
- Federalists vs. Anti-Federalists Political Consultant Assignment: In groups, students will take on the role of a public relations (PR) consulting firm that helps political groups gain support for certain issues relating to the Constitution in 1788. Students will creatively promote either Federalists or Anti-Federalists during the debate over the ratification of the Constitution.
- Critique Reasoning of President Washington: Students will identify and critique Washington's main points in his 1796 Farewell Address. They will identify Washington's point of view in this context and provide evidence to support his position from the unit.
- Being a Virtuous Citizen in 1790: Students will be presented with scenarios and asked to make decisions as though they are an American in the 1790s. The goal is to make decisions that would be best for the citizen in context AND for the nation as a whole.
- Jefferson - Expectations vs. Reality: Students will analyze primary sources to determine Jefferson's initial ideologies as an early politician and founding father and then compare to his actual actions during his presidency. Students will evaluate if Jefferson was truly "Jeffersonian"
- War of 1812 Document Based Question Essay: Students will apply HIPP Analysis categories and skills to write an essay with complexity to respond to a prompt with an original claim and evidence from given (categorized) sources.
- Treaty of Ghent Terms - Students will create terms for the Treaty of Ghent from the United States, British and Native American perspectives to reflect on the causes, course and impact of the war. Other groups must approve or compromise to agree on all treaty terms. True terms (or lack thereof) will be revealed at the end of activity.
- Era of Good Feelings Evaluation - Sectionalism vs. Nationalism: Students will evaluate the social, political and economic aspects of the Era of Good Feelings through primary and secondary sources. Students will respond to the question: to what extent is the Era of Good Feelings a misnomer? Provide evidence and reasoning.
- Industrial and Market Revolutions - Shark Tank: Students will be assigned one of the Industrial Revolution inventions to "pitch" to Sharks regarding the progress and improvement these developments will have for the growth of the country and democracy during the time period.
- Jackson through Political Cartoons: Students will examine Jackson's presidency through Political Cartoons and conduct a HIPP Analysis. This includes Indian Removal policies, use of presidential power, the National Bank, the spoils system, and the two party system.
- Reform Movement Stations: Students will circulate to different stations in the classroom that focus on one of the following: Second Great Awakening and Transcendentalism, Prison Reform, Education Reform, Industrial Revolution, Abolitionist Movement, Temperance, and Women's Rights. At these stations, they will examine primary source documents and work collaboratively to complete different prompts which will be collectively presented in a portfolio.

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

## Assessment

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 Now/Exit Tickets, Class Activities, Chapter Reading Quizzes (Short Answer Format), Homework, *Fabric of A Nation* Sourcing Activities (pages 199, 201, 203, 209, 219, 231, 239, 242, 260, 283, 284, 314-315, 333)

### **Summative Assessments:**

AP Style Tests including Document Stimulus Question and Short Answer Questions, Reform Station Portfolio, Shark Tank Project

### **Benchmark Assessments:**

First DBQ to apply HIPP Analysis Skills and writing with evidence and reasoning

### **Alternative Assessments:**

DBQ Graphic Organizer for chunking and pacing -or- Mind Map of the Era of Good Feelings to include political, social and economic cause and effect, a section for opposition, and content specific terms (in objectives).

## **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:

[Ted-Ed Bill of Rights](#)

[Native American Perspective of the War of 1812 Article](#)

Election Result Maps

[Civil Liberties during Wartime - Timeline](#)

John Adams Miniseries (HBO) - Excerpted scenes from "Unnecessary War" (Episode 6)

["Kittens Kick the Giggily Blue Robot All Summer"](#) podcast

[OYEZ](#) for Supreme Court Case information

[Wedged Between Slavery and Freedom Article](#)

[PBS - Blacks in the War of 1812 Video Clip](#)

[Trail of Tears: They Knew it Was Wrong](#)

This First Invasion - History Channel - War of 1812

[Anti-Federalist reading and discussion](#)

[Slavery in the Constitution](#)

[Whose 'More perfect union' role play](#)

10 Days that Changed America: Shays' Rebellion (video)

[Shays' Rebellion activity](#)

[Lewis and Clark SAC](#)

[Abolitionist movement role play](#)

[Frederick Douglass escape from slavery reading and activity](#)

[Freedom's Journal primary source activity](#)

[War of 1812 American Indian perspectives](#)

[Pushmataha response to Tecumseh](#)

[Mock trial of Andrew Jackson](#)

[Good, Evil, and the Presidency](#)

[Cherokee/Seminole removal role play](#)

["Children of the Forest" activity](#)

[Amistad lesson plan](#)

[Supreme Court ruling on Amistad Case](#)

## 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

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**

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

<https://docs.google.com/spreadsheets/d/1Pp6EJOcsFz5o4-opzsXpQDQoa6aCIW-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.

