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 developement 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.

Standards

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.

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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.9-10.2	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.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
LA.RH.9-10.3	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.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
LA.RH.9-10.4	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	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	Assess the extent to which the reasoning and evidence in a text support the author's claims.
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.RH.9-10.10	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	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	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.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.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.
6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
6.1.8.HistoryCC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LA.K-12.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.
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
LA.K-12.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.
6.1.8.HistoryUP.3.a	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.K-12.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.
6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	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	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	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	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	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	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.
6.1.2.EconET.3	Describe how supply and demand influence price and output of products.
6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryCA.3.a	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Essential Questions

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.

Objectives

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-Onis 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
- Nullifcation crisis
- National Bank debate
- Trail of Tears
- Industrialization and the impact on the 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 "Jeffersoninan"

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 Ghents 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 treat terms. True terms (or lack thereof) will be revealed at the end of the 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 (youtube.com)

Election Result Maps

Civil Liberties during Wartime - Timeline (hankeringforhistory.com)

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

"Kittens Kick the Giggily Blue Robot All Summer" podcast (WNYC Studios)

OYEZ for Supreme Court Case information (OYEZ.org)

Wedged Between Slavery and Freedom Article (pdf article)

PBS - Blacks in the War of 1812 Video Clip (pbs.org)

Trail of Tears: They Knew it Was Wrong (youtube.com)

This First Invasion - History Channel - War of 1812

Anti-Federalist reading and discussion (edsitement)

Slavery in the Constitution (Digital Inquiry Group)

Whose 'More perfect union' role play (zinnedproject)

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

Shays' Rebellion activity (Digital Inquiry Group)

Lewis and Clark SAC (Digital Inquiry Group)

Abolitionist movement role play (zinnedproject)

Frederick Douglass escape from slavery reading and activity (zinnedproject)

Freedom's Journal primary source activity (Digital Inquiry Group)

War of 1812 American Indian perspectives (warmuseum.ca)

Pushmataha response to Tecumseh (americanrhetoric.com)

Mock trial of Andrew Jackson (pdf doc.)

Good, Evil, and the Presidency (youtube.com)

Cherokee/Seminole removal role play (zinnedproject)

"Children of the Forest" activity (zinnedproject)

Amistad lesson plan (njsbf.org)

Supreme Court ruling on Amistad Case (learningforjustice.org)

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, 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.