Unit 4: Antebellum Era

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

Summary

In the United States History course, students study the development of the early republic through the Reconstruction Era. To expand students' historical understanding, geography and civics are emphasized throughout the course. Moreover, the use of primary sources allows students to analyze and interpret American history via first-hand accounts. Students also examine how women, racial and ethnic minorities, and members of the LGBTQIA+ community have contributed to the American economy, politics, and society. Moreover, the inclusion of current events keeps students informed and helps to refine their civic understanding. Throughout the course, students are challenged with both project- and problem-based activities in order to gain an enduring understanding of the fundamental curricular concepts.

This unit is part of the larger aforementioned course sequence and specifically focuses on the Antebellum Era including Manifest Destiny and growing sectional tension as the nation's territorial boundaries expanded. By the end of this unit, students will be able to assess the benefits, detriments, and consequences of United States territorial expansion through political, economic and social lenses of the country, including impacts to specific groups. Furthermore, students will be able to evaluate events that contributed to sectional tension and why compromise could not ultimately save the country from experiencing a civil war.

Revised: August 2023

Standards

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground

Railroad.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the

reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

WHST.6-8.1. Write arguments focused on discipline-specific content. A. Introduce claim(s) about a topic or

issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms

effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g.,

8.2.8.ED.1).

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

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 and sexual orientation, race and ethnicity, and religious tolerance.

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 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:

- What role did technology play in the expansion of U.S. territory?
- How does the philosophy of Manifest Destiny contribute to nationalism and sectionalism?

Enduring Understandings:

- Territorial expansion to benefit the United States was justified by Manifest Destiny, but was accomplished at the expense of Mexico, Indigenous groups, and Chinese immigrants.
- As the country's territorial boundaries grew, the institution of slavery and its expansion became a divisive issue.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): Manifest Destiny, James K. Polk, Oregon Trail, Texas Revolution, Tejanos, annexation, Mexican-American War, Compromise of 1850, Mexican Cession, Gold Rush, 49ers, Californios, nativism, acquisition, cede, expedition, pioneers, Uncle Tom's Cabin, Harriet Beecher Stowe, Kansas - Nebraska Act, Bleeding Kansas, John Brown, popular sovereignty, Charles Sumner, Abraham Lincoln, Republican Party, Harper's Ferry, Election of 1860, secession, Fort Sumter, Jefferson Davis
- Manifest Destiny was justified by the belief that white settlers were entitled to Western land.
- President Polk was willing to go to war for the Oregon boundary dispute and later Mexican territory.
- There were many motivations such as wealth, land ownership, job opportunities and freedom of expression, religion and rights which motivated many groups to move westward, even with known risks.
- The Mexican Cession and Gadsden Purchase completed Manifest Destiny for the United States.
- The California Gold Rush was difficult for miners, but boomtowns and stores generally found success.

- Chinese Immigrants and Californios experienced unfair treatment in California and during settlement.
- The Compromise of 1850 exemplified the growing debate regarding whether or not the institution of slavery should expand into new territories.
- Temporary solutions and compromises were ultimately not effective in reducing sectional disputes surrounding the institution of slavery.
- Popular sovereignty further complicated sectional tensions.
- Abraham Lincoln's election was viewed as threatening by Southern states and served as a catalyst for secession.

Students will be skilled at:

- Examining the justifications and actions leading to land acquisition.
- Determining the benefits and detriments of various groups during Manifest Destiny.
- Assessing the impact of growing diversity to the United States and political leaders' decisions.
- Comparing and contrasting the Antebellum Northern and Southern economy, politics and society.
- Establishing causation between the events leading to growing sectional tension, and the Civil War.
- Working independently and collaboratively to present comprehension and understanding of content.
- 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.
- Creating a claim to respond to a prompt.
- Writing with evidence to support an original claim.

Learning Plan

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

Manifest Destiny Painting Analysis: Students will begin by analyzing the John Gast painting American Progress. The teacher will then lead the class on a discussion of the words Manifest and Destiny. After making predictions about what America's Manifest Destiny is, students will watch the Schoolhouse Rock song Elbow Room from 1976. Students will analyze the lyrics and then make new predictions about what Manifest Destiny is. After revealing the meaning behind the phrase, the teacher and students will revisit the painting

from the start of the lesson through the lens of Manifest Destiny.

Push and Pull Forces Driving Westward Expansion Stations Activity: Begin by asking the students what they think Push and Pull Factors are. After explaining it to them, have them brainstorm in groups Push and Pull Factors for living in New Jersey (What are reasons people want to move to New Jersey and what are reasons people want to move away from New Jersey). Students will then work on a Stations Activity in which they "visit" six stations with artifacts from America's Westward Expansion. Students will fill in a graphic organizer as they visit the stations and then complete a final question: Which push or pull factor do you think had the most significant impact on people moving west? Explain.

Gold Rush Booklet: After learning about the Gold Rush of 1849, students will complete a booklet on the push and pull factors of moving to California. Using readings and primary sources, students will be able to explore the impact the Gold Rush had on the United States, immigrants, Indigenous Americans, and the ecology of California. Booklets can be printed out and shared with younger grades if applicable.

Oregon Group Text Messages: After a lesson on The Oregon Territory, have students pretend to be American, British, and the Coquille Nation having a group chat regarding The Oregon Territory. Using primary sources, secondary sources, approved websites, and any class materials, students will explain the perspectives of the individuals, identify the push and pull factors that The Oregon Territory presents, and propose potential solutions to the question: Who has the right to The Oregon Territory?

Packing for the Oregon Trail: Students will begin by reading about the Oregon Trail and then answer comprehension questions. Allow for a class discussion on the benefits and detriments of going to Oregon Territory. Groups will then need to plan a trip on the Oregon Trail including how many people are going, what supplies to bring, and a reflection on the trip itself.

Mexican-American War Cause and Effect: Start by outlining the reasons behind the War and its effect on America and Mexico today. Students will then watch an EdPuzzle video after which a class discussion will happen around the two questions: What caused tension between Mexico and America and how did geography play a role in the War? Students will then work independently on organizing causes and effects of the War. Finally, students will use quotes from individuals from the Mexican-American War to explain if the War was justified.

Migrant, Immigrant, Indigenous American, and Woman of the West Diary Entries: Students will be able to examine Manifest Destiny and Westward Expansion through the lens of a Chinese migrant, Irish immigrant, Indigenous American, or a white woman. Students will begin by creating a character including their backstory. They will then use primary sources, readings, Newsela and UpFront articles, and approved websites to research their character.

An Inevitable Path To War? TISSUES Introduction: In order to introduce the Antebellum Era unit to

students, the instructor should explain that at the end of the Unit, America will be on the brink of Civil War. Students will then brainstorm in groups reasons why a country might fight itself. After a discussion, the instructor will introduce the class to the acronym TISSUES (Tariffs, Industry vs Agriculture, Slavery, States' Rights, Uncle Tom's Cabin, Election of 1860, and Secession). After having students independently brainstorm what these topics might mean, allow them to work in groups to go through the TISSUES Slides and fill in their graphic organizer. When finished, students will vote on which of these issues was the most significant cause of the Civil War.

Sectionalism: Revisit the idea of sectionalism and TISSUES. Students should now reflect upon the question: Was the Civil War inevitable? After looking at the Antebellum Era thus far, students will be tasked with examining each of the issues that make up TISSUES. Each issue has a dedicated Google Doc for the students to analyze the impact each had on America through primary sources, maps, quotes, and readings. Students will finish the unit by watching the Civil War Causes BrainPOP and completing the flow chart.

Causes of the Civil War Perspectives Timeline: Students will create a timeline of the causes of the Civil War from their prior knowledge (TISSUES) with the addition of including the Northern and Southern perspective/reaction to each issue. Additionally, students can put the TISSUES into chronological order and fit events into each category with perspectives/reactions.

Spy Activity: Students will be provided with a fact sheet regarding their assigned region with information regarding the Northern or Southern economy (railroads, maps, resources etc), society (population, religion, institution of slavery, immigrants), politics. Students will research through primary and secondary sources the other region to "spy" on the advantages and disadvantages as tensions grow higher and a civil war becomes inevitable. Students will record their evaluation in a reflection or chart for comparison.

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 Nows/ Exit Slips
- Class Activities
- Primary and Secondary Source Analysis
- Push and Pull Factors Station Activity
- Oregon Group Text Message
- Mexican American War Cause and Effect
- Spy Activity

Summative Assessments:

- Unit Tests including multiple choice and analytical writing questions
- Gold Rush Booklet
- Migrant, Immigrant, Indigenous American, and Woman of the West Diary Entries
- Sectionalism Final Assignment

Benchmark Assessments:

- Analytical Writing Responses
    - To what extent was Manifest Destiny beneficial for all Americans?
    - To what extent was a civil war inevitable?

Alternative Assessments:

- Manifest Destiny Board Game: Students must create a board game which applies their knowledge of the motivations, participants, locations, challenges and successes of the Manifest Destiny time period. It must include directions for different players and an end goal.
- Causes of the Civil War Perspectives Timeline: Students will create a timeline of the causes of the Civil War from their prior knowledge (TISSUES) with the addition of including the Northern and Southern perspective/reaction to each issue. Additionally, students can put the TISSUES into chronological order and fit events into each category with perspectives/reactions.

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:

An Inevitable Path To War? TISSUES Introduction

TISSUES Chart

Introduction to Manifest Destiny (Slides)

American Progress by John Gast (Wikicommons)

Schoolhouse Rock: Elbow Room (Manifest Destiny)

Push and Pull Forces Driving Westward Expansion Stations Activity (Slides)

Push and Pull Forces Driving Westward Expansion Stations Activity (Doc)

Women of the West

Immigrant, Migrant, and Indigenous American Experiences

California Gold Rush Booklet (Slides)

Traveling to California & 3 Perspectives Reading

Packing for the Oregon Trail

Oregon Trail Education Resource Guide.pdf (National Conservation Lands)

Texas Revolution Background (Slides)

Texas Revolution Perspectives (Slides)

Mexican-American War Cause and Effect (Slides)

Mexican-American War (EdPuzzle)

Indigenous American Reservations (BrainPOP)

Indigenous American Reservations Graphic Organizer (BrainPOP)

TISSUES Separate Docs

Causes of the Civil War (BrainPOP)

Causes of the Civil War (Doc)

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.

Suggested Strategies for Modification

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 summary 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.