Unit 3: A Time of Change

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 2**
Length: **11 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 political, social and economic changes that took place during the Jackson Era. By the end of this unit, students will be able to evaluate this period of rampant growth and regional diversification and will discuss how these changes disproportionately benefited particular groups while further marginalizing others.

Revised: August 2023

Standards

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

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.

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.1.8.CivicsHR.4.a: Examine [a variety of] sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

6.1.8.GeoSV.4.a: [.]Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

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

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.

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 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:

- To what extent did Jackson's presidency lead to positive changes for the United States?
- How did social reform movements expand rights and roles of various groups?

Enduring Understandings:

- Andrew Jackson's presidency expanded the role of the white, non-property owning "common man" while also expanding the power of the federal government.
- Religious revival and political changes led to activism in an effort to bring about justice and equality among groups with limited rights.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): The War of 1812, Andrew Jackson, John Quincy Adams, Election of 1824, corrupt bargain, common man Jacksonian Democracy, Whigs, Trail of Tears, Indian Removal Act, spoils system, Tariff of Abominations, national bank, veto, nullification, Missouri Compromise, Second Great Awakening, Dorethea Dix, Horace Mann, Elizabeth Cady Stanton, Harriet Beecher Stowe, Frederick Douglass, Harriet Tubman, Seneca Falls Convention, Underground Railroad, abolition,
- The War of 1812 is known as the "Second War for Independence" against Great Britain.
- The United States was motivated by land acquisition and power during the War of 1812.
- Andrew Jackson was a military leader during this conflict gained considerable recognition after the Battle of New Orleans.
- The Election of 1824 was the first time a president was elected by the House of Representatives after

no candidate received a majority of electoral votes.

- The term “corrupt bargain” was used to express Andrew Jackson’s point of view regarding the 1824 election results.
- Andrew Jackson became president in 1828 through expansion of voting rights that did not include property ownership.
- Jackson’s presidency strengthened the federal government through veto power, the Trail of Tears, and the nullification crisis.
- How the Industrial Revolution changed labor markets and conditions in the US
- Jackson’s presidency supported the common man through the spoils system.
- The Indian Removal Act was created under Andrew Jackson and forcefully removed Indigenous Cherokee individuals from the Southeast.
- 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 institution of slavery was resisted through both passive and active methods.
- Women took an active role in reform movements towards education, prisoner treatment and locations, abolition and suffrage for women.

Students will be skilled at:

- Comparing the War of 1812 with the American Revolution.
- Evaluating the strengths and weaknesses of the United States military and leadership during the War of 1812.
- Determining the relationship between political and social factors during the Elections of 1824 and 1828.
- Analyzing Jackson’s decisions which support states rights or the federal government.
- Assessing the impact of Jackson’s forceful removal of Indigenous cultures.
- Contextualizing the growth of the institution of slavery and its resistance.
- Establishing causation of the reform movements.
- 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:

War of 1812: Begin by having students watch the EdPuzzle Original "War of 1812". In groups, students will create a Similarities and Differences chart comparing the War of 1812 to the Revolutionary War including motivations, strategies, and outcome. Finally students will take on the role of either the British or American forces and design bumper stickers with slogans for the War. The activity will conclude with a "Wisdom Walk" around the classroom to see what their classmates have created.

Election of 1824, Corrupt Bargaining, and the Election of 1828 TWE: Students will be given a guided notes sheet for the Election of 1824. Students will fill in the graphic organizer and then complete a TWE prompt: To what extent was Andrew Jackson correct about the Election of 1824?. Focus should be on the development of one (1) piece of evidence to back up their claim. Evidence can be shown using Jamboard, Google Forms, or other methods. Finally students will watch a video from Khan Academy and explain in their own words what Jacksonian Democracy is.

Indian Removal Act: Have students compare the current size of the United States with that of America in the Age of Jackson. Discuss the importance of land to the Americans versus the rights of the people who were already there. Have each group read and discuss President Andrew Jackson's 1830 Speech to Congress. Each group will find the main idea for each paragraph. Discuss the speech as a class including why Jackson gave the speech and the impact it had. As a group, have the students discuss what the reaction would have been from Indigenous cultures. Students will then log into BrainPOP and watch the video on the Trail of Tears. Independently they will fill in the graphic organizer. Finally students will create a "If I was President" speech to Congress explaining what they would do if they were the President in 1830.

A Seat At the Table: Students will read the UpFront magazine article "A Seat At The Table." After quickly reviewing the Indian Removal Act and the Trail of Tears, students will be able to discuss the modern situation of the Cherokee Nation. Students will use the prompt "How can this debate open the door to more Indigenous representation in the government?" Students will research and historically contextualize current challenges faced by many Indigenous cultures. Instructors should find relevant up to date articles for the students to use in their research. Finally students will present their findings to the class in the form of an oral presentation

with optional Google Slides.

Political Cartoon Analysis (Nullification Crisis, Spoils System, Corrupt Bargaining, National Bank): Begin by having the students analyze the political cartoons from any edition of Upfront Magazine. Discuss the advantages and disadvantages of using cartoons to portray important topics. Students will then analyze five political cartoons from the Age of Jackson. If possible, cartoons should be printed out in order to allow the students to organize them into different groups (effective versus ineffective, pro versus anti Jackson, realistic vs unrealistic etc).

Should Andrew Jackson Be On The $20 Bill: Students will examine United States currency and discuss in a Turn and Talk "Who is represented and who is not represented". Students will then watch a video from the History Channel and listen to a Podcast from NPR about the decision to now feature Harriet Tubman. Students will then create a new $20 Bill and explain their choices. The activity will conclude with a "Wisdom Walk" around the classroom to see what their classmates have created.

Andrew Jackson Iron Chef: Students will design recipes about four key events in Andrew Jackson's life and presidency. In groups or independently, students will create a recipe including Ingredients (facts and important information about the topic), Picture of the Final Item, and a Secret Ingredient (Quote, Fun Fact, or Importance of the event) for the following topics: Early Life and Corrupt Bargain, Election of 1828 and Spoils System, the National Bank, and Tariff of 1828 and Nullification. This is a cumulative project so students may access any resources used so far (collection included in slide deck).

Reformer Meet and Greet: Students will work in groups to create a life-size reformer on large rolls of paper. Examples include but are not limited to: Charles Grandison Finney (Second Great Awakening), Dorothea Dix (Prisoners and Mentally Ill), Horace Mann (Education), Frederick Douglass (Abolitionism), Grimke Sisters (Abolitionism/Equal Rights for Women), Elizabeth Cady Stanton (Equal Rights for Women), Susan B. Anthony (Equal Rights for Women), Sojourner Truth (Abolitionism/Equal Rights for Women) Students must research their individual reform as well as create a symbol for their reform movement and slogan. Finally students will attend a Meet and Greet where they share their reformer with the class.

An Introduction to Reformers of the 1800s: Begin by having a group discussion on the topic of reform in society: Who establishes societal norms and what happens when people's attitudes towards these norms changes? Outline the areas of reform in the 1800s including Prison, Education, The Women's Rights Movement, and Abolitionists.

Seneca Falls Podcast: After lessons on the Women's RIghts Movement and Seneca Falls, have students in groups create a Podcast transcript as if they were at the Convention. Podcasts should feature a host, a guest from the Seneca Falls Convention as well as an advertisement for a new invention from the 1800s. Students can record their podcasts and share them with the class.

Underground Railroad Stops in New Jersey: After learning about the Underground Railroad, students will be able to explore its history as it relates to New Jersey. Instructors should emphasize that while New Jersey was a major state along the Underground Railroad, it was the last Northern State to end slavery. Students can then visit the nj.gov website for further background information before "visiting" several towns in New Jersey with ties to the Underground Railroad. As they visit, students will fill in a graphic organizer. Finally, they will be able to place the location of each Underground Railroad stop to a map of New Jersey.

Modern Day Reformers Project: Students will begin by assessing potential issues as related to the communities they operate in. Then, working in small groups, they will research one area of focus for which they would like to see improvement in their lifetime. Research will center around past and current attempts to enact change and will include a student assessment of the effectiveness of the aforementioned. Students will then propose a plan to enact further change, which will include necessary resources and support from different stakeholders.

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
- War of 1812 Bumper Sticker
- Political Cartoon Analysis

Summative Assessments:

- Unit Tests including multiple choice and analytical writing questions
- Reformer Meet and Greet
- Seneca Falls Podcast
- Modern Day Reformer Project

Benchmark Assessments:

- Jacksonian Democracy
- Analytical Writing Responses
    - To what extent did Andrew Jackson support the "common man" with decisions during his presidency.
    - To what extent were the social reform movements successful?

Alternative Assessments:

- Jackson Presidential Pennant: Students will create a banner/pennant to encompass aspects of Jackson's presidency with symbols and images. Each symbol or image will be explained in terms of their significance.
- Reform Movement Museum Exhibit: Students will create a museum exhibit (digitally) which includes informational text, primary sources, video clips and songs. As your students travel through the Reform Movement Museum, they will write reflections summarizing their learning experience.

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:

War of 1812 (EdPuzzle Original)

War of 1812 Bumper Sticker

Andrew Jackson Biography

Election of 1824 (video)

Election of 1828 (Newsela)

Election of 1824, Corrupt Bargaining, Election of 1828 TWE Notes

Election of 1824, Corrupt Bargaining, Election of 1828 TWE

Jacksonian Democracy (Khan Academy)

Nullification Crisis (video)

Trail of Tears (BrainPOP)

Trail of Tears Graphic Organizer (BrainPOP)

Cherokee Nation (UpFront Magazine)

Andrew Jackson Political Cartoon Analysis

US $20 Bill to Get a Makeover with Harriet Tubman (NPR Podcast)

Andrew Jackson Iron Chef

Seneca Falls Convention Podcast

Ain't I a Woman - Sojourner Truth (Common Lit)

Women's Suffrage (Brainpop)

Elizabeth Cady Stanton (PBS)

Frederick Douglass to Tubman Letter (Common Lit)

Underground Railroad New Jersey (Slides)

Underground Railroad New Jersey (Doc)

Present Day Reformers Project (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.