

Unit 3: Geographic and Economic Change Shape the Nation, 1800-1853 (Weeks 20-27)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 20-27**
Status: **Published**

UNIT RATIONALE

Students learn how there are costs and benefits to expansion and how conflict can result when people try to protect or gain rights and resources. Students evaluate the costs and benefits of geographic, economic, and political expansion from 1820-1853 by studying Native American removal, the spread of slavery, Jacksonian democracy, industrialization, the increase of immigration, and the rise of the Abolition and Women's rights movements.

ESSENTIAL QUESTIONS

1. How did foreign affairs contribute to the growth of American political power?
2. How did the Supreme Court establish the power of the Court for all time?
3. What problems does a nation face when it attempts to remain neutral in international conflict?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

New Jersey (NJSL) - Grades 6-8 - Social Studies (2020)

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.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:

Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

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.c:

Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.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.
SOC.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.
SOC.6.1.8.HistorySE.3.b	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

SOC.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.
SOC.6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.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.
SOC.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.
SOC.6.1.8.HistoryCC.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
TECH.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).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.
TECH.9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
TECH.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).

PRE-ASSESSMENTS

Unit Pre-Quiz

INSTRUCTIONAL PLAN

MODULE 1

Topic 1: The Era of Thomas Jefferson

How did Jefferson chart a new course for the government?

What was the importance of the purchase and exploration of the Louisiana Territory?

How did Jefferson respond to threats to the security of the nation?

What were the causes and effects of the War of 1812?

Student Learning Intentions (SLI) WALT:
(We are learning to...)

WALT: Describe the outcome of the election of 1800
WALT: Discuss the importance of Marbury v. Madison
WALT: Discuss Lewis and Clark's Expedition
WALT: Consider viewpoints of the settler as well as the American Indian during early American Expansion.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning

	<ul style="list-style-type: none"> • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will describe the outcome of the election of 1800.</p> <p>Students will explain the importance of Marbury v. Madison</p> <p>Students will describe the findings from and challenges of the Lewis and Clark Expedition.</p> <p>Students will explain motivations of both settlers and the AMERICAN Indians during @ 1800s of American Expansion.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Vocab Pretest • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Observation • RACE responses
<p>Activities and Resources</p>	<p>Jefferson Period- Hands on History Activity</p> <p>Marbury V. Madison- icivics.org</p> <p>Lewis and Clark BDQ and video</p> <p>Tecumseh and the American Indian Experience-</p>

Hands on History Activity

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud

Suggested Modifications

to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

MODULE 2

Topic 2- A Changing Nation (1815-1840)

1. How was the power of the federal government strengthened during the Era of Good Feelings?
2. How did US foreign Affairs reflect new national confidence?
3. How did the people gain more power during the Age of Jackson?
4. Why did Jackson use force to remove the Native American from the southeast?
5. How did the old issues take a new shape in the conflict over a national bank and tariffs?

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

WALT: Describe the feeling of national unity that followed the War of 1812.
 WALT: Explain the power of Congress and the Supreme court at this time.
 WALT: Explain why Spain ceded Florida to the US.
 WALT: Explain why the Monroe Doctrine was issued
 WALT: Explain how the right to vote expanded in the United States
 WALT: Describe Andrew Jackson " the average man" and the election of 1828.
 WALT: Describe the conflict over the land occupied by Native Americans in the Southeast.
 WALT: Describe the economic crisis that began in 1837 and the disagreement over the Bank of the US.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Students will describe the feeling of national unity that followed the War of 1812.
 Students will discuss the second Bank of the US and the Tariff of 1816.
 Explain the changes the Supreme Court had on American Life.

Students will explain why Spain sold Florida to the United States.
Students will explain how the Monroe Doctrine came into being.
Students will explain the increased suffrage of the United States.
Students will explain the election of 1828 and how Jackson saw himself as an average American.
Students will describe why Jackson disliked the Bank and the panic of 1837.

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
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Formative Assessment (drives instructional decisions)

- Vocab Pretest
- Writing Journals/Prompts
- Entrance/Exit slips
- Student conferences
- Class discussions
- Observation
- RACE responses

Activities and Resources

War of 1812- viewing guide and map activity
Era of Good Feelings- Common Lit
Supreme Court Rulings Activity- icivics.org
Era of Good Feelings- [quizlet](#)
Era of Good Feelings [article](#)
[Notes](#)- Era of Good Feelings
Second Bank of the US- Constitutional Powers? [activity](#)
Age of Jackson- [notes](#)
Trail of Tears- [Activities](#)

Suggested Modifications

English Language Learners

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Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

MODULE 3

Topic 3- An Age of Reform (1820-1860)

1. How did key people bring about reform in education and society?
2. How did abolitionists try to end slavery?
3. How did the women's suffrage movement begin?
4. How did American literature and art have an impact on American life?

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

WALT: Discuss what led many Americans to try to improve society.

WALT: Describe the purpose and risks of the Underground railroad.

WALT: Describe the goals of the Seneca Falls Convention in 1848

WALT: Identify the common themes in American literature and art in the mid 1800s.

Student Learning Strategies

- Using Prior Knowledge/Previewing
- Predicting
- Identifying the Main Idea and Summarization
- Questioning
- Making Inferences
- Visualizing
- Story Maps
- Retelling
- Teaching other students

Success Criteria

Students will describe the Second Great Awakening and how it spurred reform movements.

Students will describe the Underground Railroad and Harriet Tubman.

Students will explain the Seneca Falls Convention

	<p>and the Declaration of Sentiments Students will discuss transcendentalism and how writers and artists explored American themes.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Vocab Pretest • Writing Journals/Prompts • Entrance/Exit slips • Student conferences • Class discussions • Observation • RACE responses
<p>Activities and Resources</p>	<p>Common Lit- Declaration of Sentiments Harriet Tubman movie clips- viewing guide Underground Railroad DBQ Popular Culture Art Project</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and</p>

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

MODULE 4

Topic 4- Westward Expansion

1. What culture and ideas influenced the culture of the West?
2. Why did people go west and what challenges did they face?
3. What were the causes and effects of the Texas War for independence and the Mexican-American War?
4. How did Mormon settlement and the gold rush lead to changes in the West?

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

WALT: Explain the meaning of Manifest Destiny and how it was achieved.

WALT: Discuss the reasons pioneers traveled along the Oregon Trail and the hardships they faced.

	<p>WALT: Summarize the causes and main events in the Mexican- American War.</p> <p>WALT: Discuss the effects of the 1849 California gold rush.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> • Using Prior Knowledge/Previewing • Predicting • Identifying the Main Idea and Summarization • Questioning • Making Inferences • Visualizing • Story Maps • Retelling • Teaching other students
<p>Success Criteria</p>	<p>Students will explain the meaning of Manifest Destiny and how it was achieved in the west.</p> <p>Students will explain the rewards and hardships of settling the West.</p> <p>Students will discuss the Mexican-American War and the controversy it caused.</p> <p>Students will discuss how the Gold Rush led to diversity and democracy in settling California.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Vocab Pretest • Writing Journals/Prompts • Entrance/Exit slips • Student conferences •

	<p>Class discussions</p> <ul style="list-style-type: none">• Observation• RACE responses
Activities and Resources	<p>Note Taking Powerpoint Oregon Trail- Hands on History Activity Map Activity Manifest Destiny Activity</p>
Suggested Modifications	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.</p> <p>Special Education Students</p> <p>Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them</p>

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Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional readingOreg

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

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.

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.

ELA.L.SS.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
ELA.L.SS.8.1.B	Form and use verbs in the active and passive voice.
ELA.L.SS.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.E	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
ELA.L.SS.8.1.F	Use an ellipsis to indicate an omission.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and

background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

ELA.SL.PE.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

ELA.SL.PE.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

ELA.SL.PE.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.