

Unit 2: The New American Nation

Content Area: **Template**
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State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit 2: The New American Nation (1774-1800)

Learning Objectives

- Analyze and understand the causes and effects of the American Revolutionary War.
- Analyze how the Constitution was agreed upon and how the document fits into everyday modern

American life.

- Analyze the formation and development of political parties.
- Analyze the weaknesses in the Articles of Confederation and understand why another form of government was necessary.
- Gain an appreciation for Alexander Hamilton and his role as the nation's first secretary of the Treasury.
- Gain an appreciation, and an understanding, of George Washington's Presidency.
- Understand the importance of the First Ten Amendments of the U.S. Constitution (The Bill of Rights).

Essential Skills

- Analyze primary sources from the First and Second Continental Congresses and be able to explain the differences between the two.
- Analyze primary sources from the First and Second Continental Congresses and be able to explain the historical importance of the two.
- Briefly outline each of Washington's members of the Cabinet and compare them to the Cabinet members we have today.
- Chart the differences between the Federalists and the anti-Federalists.
- Create a diagram that separates and delineates the various branches of government and their role in American representative democracy.
- Diagram the causes and effects of the French and Indian War.
- Diagram, on a map, the major battles of the Revolutionary War and analyze how the Americans won the war.
- Identify and explain the current Cabinet members and their jobs.
- Identify and explain the political parties that developed in the U.S. during the late 1700s and early 1800s and compare them with the political parties of today.
- Identify and explain the weaknesses of the Articles of Confederation
- Identify and explain what caused the Americans to question British authority.
- List the terms of the Treaty of Paris and chart the effects it had on both the British and the colonists.
- Read the Constitution and are able to identify the preamble, and the Bill of Rights.
- Research the compromises made at the Constitutional Convention. Compromises should include: The New Jersey Plan, The Virginia Plan, and the Connecticut Plan. Then write about the parts of the plan that make it into the Constitution.

Standards

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.

Instructional Tasks/Activities

- Answer teacher-generated questions regarding primary and secondary sources
- Complete a teacher-generated activity by reading and answering questions as to how the U.S. Constitution was used to form a new government
- Complete a teacher-generated activity that compares and contrasts the New Jersey, Virginia, and Connecticut plans
- Complete a teacher-generated activity that looks at the structure and organization of the Articles of Confederation

- Complete a teacher-generated Articles of Confederation Webquest
- Complete a teacher-generated assessment (notes quiz) on constitutional compromises
- Complete a teacher-generated assessment (notes quiz) on the Articles of Confederation
- Complete a teacher-generated assessment (test) for the unit titled "The New American Nation"
- Complete a teacher-generated assessment on the American Revolutionary War
- Complete a teacher-generated exit ticket about the viewing of the film titled "The Patriot"
- Complete a teacher-generated exit ticket regarding notes about the Articles of Confederation
- Complete a teacher-generated exit ticket that asks about the "Amending the Constitution" notes
- Complete a teacher-generated exit ticket that uses key terms (vocabulary) for the unit titled "The New American Nation - The Constitution"
- Complete a teacher-generated movie guide that includes questions about the film titled "The Patriot"
- Complete a teacher-generated notes exit ticket about Constitutional compromises
- Complete a teacher-generated review in preparation for an assessment (test) on the unit titled "The New American Nation"
- Complete a teacher-generated review in preparation for an assessment on the American Revolutionary War
- Complete a teacher-generated vocabulary activity that uses key terms (vocabulary) for the unit titled "The New American Nation - The Constitution"
- Complete a teacher-generated WebQuest about the U.S. Constitution
- Debate and write an essay on the reasonableness of the Constitution and what makes it a flexible plan of government.
- Define a list of key terms (vocabulary) including: Articles of Confederation (1781), con-federal system, John Dickinson, federalism, unicameral, bicameral, Constitution (1787), Constitutional Convention, James Madison, New Jersey Plan (1787), Three-Fifths Clause, Virginia Plan (1787), Anti-Federalists, Bill of Rights, Checks and balances, Federalist Papers (1788), Federalist Party, Separation of Powers
- Define a list of key terms including: Sons of Liberty, First Continental Congress, Second Continental Congress, Declaration of Independence, Continental Army, Tories, preamble, neutral, mercenary, blockade, guerrilla warfare, ratify.
- Define a list of key terms including: the Department of State, the Department of War, the Department of the Treasury, the Attorney General, excise tax, Democratic-Republican Party.
- In 1798, the Federalists attempted to silence their domestic critics with the Alien and Sedition Acts (1798). Read a summary of the acts and record your findings about the two acts. Many Americans questioned the constitutionality of these laws. Read the official protests from two states in the document titled Kentucky and Virginia Resolutions (1798) and list Virginia's and Kentucky's objections to the laws. Next, working with a partner, choose either Federalists or Democratic-Republicans and develop a list of points that your chosen group might have used to support the Alien and Sedition Acts.
- Participate in a teacher-generated Gimkit in preparation for an assessment (test) on the unit titled "The New American Nation"
- Participate in a teacher-generated Gimkit in preparation for an assessment on the American Revolutionary War
- Read a reading and answer teacher created questions about the struggles of the Continental Army.
- Read and answer questions from the textbook regarding the Articles of Confederation
- Read and answer text-dependent questions for a Common Lit titled "Issues with the Articles of Confederation"
- Read and answer textbook-generated questions about constitutional compromises made during the convention

- Read the Articles of Confederation and pick out key features that made it weak.
- Read the primary sources titled “The Townshend Acts” and the “Coercive Acts” from the online textbook. Then answer the following questions: How did they advance England’s mercantile policy? How did colonists react to the laws?
- Read the primary sources titled the “First Continental Congress” and the “Second Continental Congress” from the online textbook. Then answer the following questions: How would you have voted on these matters? Make a note of each of the resolutions before the Congresses and reasons to vote “yea” or “nay.” Then decide how you would have voted on those matters had you been a delegate to the congresses.
- View the film titled "The Patriot"
- Write a response comparing the battles depicted in the film The Patriot, versus what really happened in those battles.
- Write a response that compares the political parties of the late 1700s and early 1800s to the political parties we have today.
- Write an essay answering the following question: What caused the Americans to question British authority?

Assessment Procedure

- American Revolutionary War - DBQ
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Teacher-generated assessment (test) review
- Teacher-generated Gimkit
- Test
- The Patriot - Movie Guide
- Worksheet

Recommended Technology Activities

- Chromebook
- Common Lit
- DBQ online
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ).

- Longer, more detailed response, to questions asked by the teacher
- Open ended teacher-generated discussion questions

Resources

- America: The Story of Us
- Common Lit
- Google Slides
- Google Docs
- McGraw Hill "United States History" textbook
- Primary and secondary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- The Internet
- The Patriot