

Unit 3: An Expanding Nation

Content Area: **Template**
Course(s):
Time Period:
Length:
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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.
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 #3: An Expanding Nation (1790-1850)

Learning Objectives

- Analyze the effects of the gold rush on both those who benefited from it and those who did not.
- Analyze the politics in the U.S. during the early to mid 1800s.
- Gain an understanding of the term “manifest destiny” and how it was the driving force for U.S. expansion during this time period.
- Gain and understanding and an appreciation for the growing American economy during the 1790s to 1850s.
- Identify the major elements of the Monroe Doctrine.
- Students once again will analyze the growth and institutionalization of slavery in the South.
- Students will comprehend the reliance of the South on slave labor.
- Understand the growth and institutionalization of slavery in the South.

Essential Skills

- Analyze the effects of the cotton gin on the slave population in the South.
- Explain the growth and institutionalization of slavery in the South.
- Explain the term “manifest destiny” citing who coined it, and how it affected U.S. expansion during this time period.
- Identify and explain the four major elements of the Monroe Doctrine.
- Identify and explain the pro-war and anti-war position leading up to the War of 1812.
- Read about the Lewis and Clark Expedition and analyze the other members of their party and explain their role and experience.
- Research and analyze the Amistad Supreme Court Decision
- Research and explain the effects of industrialization in America during this time period.
- Research the effects of slavery, in economic terms, on the South.
- Research the effects of the Gold Rush and how it impacted Americans who hoped to get rich quick, and how it affected those who did not.
- Research using primary sources to discuss the unique condition of slavery in the South.

Standards

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.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil 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.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and

	promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
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.
SOC.6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Instructional Tasks/Activities

- Complete an activity in which the students analyze the Scott V. Sandford Case (1857).
- Create a PowerPoint presentation on an abolitionist such as Frederick Douglass or Harriet Beecher Stowe.
- Define a list of key terms including: cotton gin, Eli Whitney, War of 1812, impressments, treaty, Monroe Doctrine.
- Define a list of key terms including: John Deere, Cyrus McCormick, Erie Canal, and immigrants.

- Define a list of key terms including: Lewis and Clark Expedition, Louisiana Purchase, “manifest destiny,” annexation, Mexican- American War, John Louis O’Sullivan, Oregon Trail, sovereignty.
- Explain the term “manifest destiny,” explaining who came up with it, and the affected U.S. expansion during this time period.
- Read about the Lewis and Clark Expedition and analyze the other members of their party and explain their role and experience.
- Read primary source documents and discuss the unique condition of slavery and its inherent dehumanization.
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- Read the primary source document the “Louisiana Purchase.”
- Read the primary source document titled “The Gold Rush Diary of George Bonniwell,” then have the students write their own account of what it would be like to go such a journey.
- Research and write an essay on the effects of slavery, in economic terms, on the South.
- Students will analyze a political cartoon from during the time period and explain it to their fellow classmates.
- Students will conduct research and write about the effects of industrialization in America during this time period.
- Students will look at events from 1790 to 1882 using the online textbook, and then determine if the events would increase or decrease the number of immigrants coming to the United States.
- Students will read about the Creek Indians and write about how the War of 1812 affected them.
- Students will read about the effects of the gold rush and how it impacted Americans who hoped to get rich quick, and also how it affected Americans who did not.
- Students will read the Monroe Doctrine and be able to identify the four elements.
- Students will research and write about the effects of the cotton gin on the slave population in the South.
- Students will write a response in which they compare/contrast the pro-war/antiwar position leading up the War of 1812.
- Use online textbook links to write an essay in which the students explain the growth and institutionalization of slavery in the South.
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- View the movie “Amistad” and research the Amistad Supreme Court case.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson

- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- 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).

Resources

- Google Slides
- Google Docs
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- The Internet