US I- Unit 6

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **3 Weeks**
Status: **Published**

Targeted Standards

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.
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
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).

Rationale & Transfer Goals

The main focus of this unit is an analysis of conflict and expansion in the early US. Students will analyze the impact of the War of 1812 on the identity and standing of the new nation. Students will also examine the benefits and challenges of expansion on the new nation in terms of political, economic, and social impact.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How does conflict lead to change?

What are the factors that create an imbalance of power within a culture?

What happens when belief systems of societies and individuals come into conflict?

Content/Objectives

Content - What students will know

- Tecumseh and the Prophet
- Impressment
- War Hawks
- Henry Clay
- James Madison
- Treaty of Ghent
- Burning of Washington D.C
- nationalism
- sectionalism
- Democratic Party
- Spoils system
- kitchen cabinet
- Mormons
- Manifest Destiny
- Transcontinental RR
- Trail of Tears
- Battle of Little Big Horn
- American System
- Monroe Doctrine

Skills - What students will be able to do

- summarize the effect of expansion on natives and African Americans
- Analyze the causes and effects of the War of 1812
- Show the elements of the Missouri Compromise on a map
- Identify events as examples of nationalism or sectionalism
- analyze political cartoons
- create a timeline to show events leading up to and resulting in expansion of US territory

Instructional Activites

Evidence (Assessments) - How we know students have learned

- Summaries
- Political Cartoon analysis
- Unit timeline: political, economic, social
- Manifest Destiny persuasive essay

Assessments

Activities/Strategies - How we teach content and skills

- Summarization activity- effects of expansion
- Cause and effect Graphic organizer
- map activity: Missouri Compromise
- Nationalism v sectionalism sort
- Political cartoon analysis
- Unit timeline

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Primary Source Evaluation

Citing evidence in text

Geography

Spiral Focus from Previous Unit

Annotating letters from Jefferson & Hamilton

Finding evidence in primary and secondary sources

Mapping the Northwest Territory and Native populations

Instructional Activity

Political Cartoon Analysis

Finding evidence in primary and secondary sources

Mapping the Missouri Compromise

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and pov

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Key Resources

HMH United States History unit 8 lessons 1-3, unit 9 1-2, unit 10 1-2, unit 11

sheg.stanford.edu

Interdisciplinary Connections - How does this content impact the following groups

LGBTQ

Hispanic

Juana Briones, Joseph Marion Hernandez

African American

Free black communities v slave communities, Buffalo Soldiers

Women

Juana Briones