

P.Cert.. Ch. 11: Changes following 1816 in America

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

Unit Overview

Objectives:

- Cite specific textual evidence to support analysis of primary and secondary sources
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion
- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies
- Describe how a text presents information
- Identify aspects of a text that reveal an author's point of view or purpose
- Integrate visual information with other information in print and digital texts
- Analyze the relationship between a primary and secondary source on the same topic
- Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently
- Write arguments focused on discipline-specific content
- Introduce claim about a topic or issue, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Write informative/explanatory texts, including the narration of historical events
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Draw evidence from informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution
- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements
- Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation

- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas
- Refine note-taking skills (Cornell style)
- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills
- Use multiple points of view to create alternative solutions
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- Model leadership skills during classroom and extra-curricular activities
- Demonstrate the ability to understand inferences

Enduring Understandings

Rapid and significant changes continue to occur Following 1816 in government policy, America's relationships with other countries, and technologies influence on the changes.

Essential Questions

How were the goals of the preamble met?

How did technology cause changes in travel, water transportation and the economy?

How was this time in history important to the growth of the United States, and how is it relevant now?

Instructional Strategies & Learning Activities

Day 1

Procedure:

1. In pairs, ask students to come up with an idea for an invention and draw it on paper. Pairs will then present their inventions and describe what problem it solves or how it makes life easier.
2. Review HW questions: p. 335 #1-5 using Prezi. Students make revisions to their answers.
3. When finished, students complete 11.1 Exit Slip.
4. Begin reading 11.2 and begin HW.

Homework: Read 11.2 and complete assessment questions

Day 2

Procedure:

1. Have students list as many methods of transportation as they can in one minute. Cross out all methods that were unavailable 200 years ago and have students discuss how their lives would be different without modern transportation that students discuss how an improved transportation system would affect the factory system. Ask students what were the three major methods of transportation used in this time period (answer: steamboats, canals, roads)
2. Review HW (11.2 Assessment Questions p. 341 #1-5) using Prezi.
3. Organize students into three groups, one representing a steamboat company, one a canal company, and one a road-building company. Distribute group worksheet for each group member to complete. Have each prepare a presentation to the governor of an eastern state, explaining why the state should fund its project. Present to class tomorrow.

Homework: finish group presentation worksheet; C11 Map Mystery: The National Road

Day 3

Procedure:

1. Review Map Mystery HW: The National Road. Students repair answers.
2. Give groups 5 minutes to review their group worksheets and finalize presentations.
3. Present steamboat, canal, and road proposals to governors (teachers).

Homework: Read 11.3 and take Cornell Notes

Day 4

Procedure:

1. Finish steamboat, canal, road proposal presentations (if not already finished)
2. Using the 11.3 Cornell Notes, students will work in pairs to complete a chart comparing Calhoun, Webster, and Clay. Students will have to write down major goals of these regional leaders and their views on the Tariff of 1816. Follow with group discussion of chart.

Homework: finish Calhoun, Webster, Clay chart (if not already finished)

Day 5

Procedure:

1. Review Calhoun, Webster, Clay chart.
2. Using p. 346 as a guide, teacher discusses *Gibbons v. Ogden* (1824) and the impact that this Supreme Court case had on modern society (Supreme Court garbage hauling ruling in New Jersey)

Homework: Compare and Contrast p. 347 Practice the Skill #1-4

Day 6

Procedure:

1. Review HW p. 347 Practice the Skill #1-4
2. Take 11.3 Quiz and collect.
3. Challenge students to list as many Latin American countries as they can. Ask students to name the most common languages spoken in the United States and to explain why these languages are in common use.
4. Complete p. 349 #1-3 in class orally.

Homework: Read 11.4 and take Cornell Notes

Days 7 and 8

Procedure:

1. Have students describe events that led President Monroe to issue the Monroe Doctrine. Ask students to explain the position stated in the Monroe Doctrine regarding European attempts to colonize the Americas. Distribute the Monroe Doctrine and read this primary source document to students. Students will then answer the critical thinking questions #1-3 on the sheet.
2. Complete cause and effect worksheet of Monroe Doctrine WS using answer key displayed by teacher on SMARTBoard.
3. View history.com about James Madison.

<http://www.history.com/topics/us-presidents/james-monroe/videos/monroe-era-of-good-feelings>

4. Translate the Monroe Doctrine into today's language.

Homework: p. 351 #1-5

Day 9

Procedure:

1. Review HW p. 351 #1-5
2. Complete TCI: President Monroe's Dilemma: A New Foreign Policy Challenge in groups.
3. Each group member should complete the Group WS on Google Classroom.
4. Present ideas to President Monroe (teachers).

Homework: finish President Monroe Foreign Policy Dilemma WS

Day 10

Procedure:

1. Give students 5 minutes to regroup before presenting to President Monroe.
2. Select a spokesperson. Present to President Monroe.
3. Go through C11 and review chapter by playing Jeopardy! Break students into teams according to sectional leader: Calhoun, Webster, and Clay.

Homework: study for C11 test

Day 11

Procedure:

1. Distribute TCI Online textbook username and passwords. Have students log on and complete an orientation of tools/resources on the online subscription.
2. Students complete C11 test.

Homework: Complete C14 Preview in TCI

Differentiation/Modifications

Learners Reading and Writing Below Grade Level

Modified Cornell Notes

Introduce the Foreign Policy Spectrum Prior to having students complete the Reading Notes for Section 4, introduce physical movements that reflect the ideas of isolationism (hands held up in a “stop” gesture) and total involvement (hands beckoning as if to draw someone closer).

- guided reading of primary source documents
- heterogeneous groups for projects

Integration of 21st Century Themes and Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Technology Integration

History.com

Google Classroom

TCI.com

Prezi.com

Interdisciplinary Connections

LA.6-8.CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content.
CCSS.ELA-Literacy.WHST.6-8.1.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.
CCSS.ELA-Literacy.WHST.6-8.1.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.
CCSS.ELA-Literacy.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
CCSS.ELA-Literacy.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CCSS.ELA-Literacy.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Differentiation

Differentiation/Modifications

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Modified Cornell Notes

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Advanced Learners

- **Write a Eulogy** Expand the Processing activity by having students write a eulogy for one of the presidents discussed in the chapter. The eulogy should include
 - basic historical facts about the president's personal background.
 - a response to this question: *To what extent should the president have been involved in world affairs?*
 - at least one direct quotation from the president.

Learners with Special Education Needs

- modified Cornell Notes
- study guides
- repeat, reword, clarify directions
- ensure understanding of an assignment by checking in early on
- modified tests/quizzes, as needed
- read test/quiz questions aloud, as needed

Modifications & Accommodations

IEP accommodations

See above, differentiated learning

Benchmark Assessments

quizzes

Cornell notes summaries

exit slip

assessment questions

Formative Assessments

Discussion

See lesson plans above

Summative Assessments

Chapter test

Instructional Materials

Materials: *The American Nation* text; 11.1 Exit slip; Map Mystery; Calhoun/Webster/Clay chart; 11.2 quiz; 11.3 exit slip quiz; Monroe Doctrine excerpt, Connecting with Geography; Google Classroom: TCI *History Alive! The United States Through Industrialism*; ch. 11 test

Standards

PFL.9.1.8.D.2	Differentiate among various savings tools and how to use them most effectively.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
PFL.9.1.8.C.2	Compare and contrast the financial products and services offered by different types of financial institutions.
SOC.6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
PFL.9.1.8.A.1	Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
PFL.9.1.8.C.3	Compare and contrast debt and credit management strategies.
PFL.9.1.8.B.1	Distinguish among cash, check, credit card, and debit card.