# Civics May 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 is 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 Career Readiness, Life Literacies and Key Skills

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|---|---|
| 9.4.8.CI | Creativity and Innovation |
| 9.2.8.CAP | Career Awareness and Planning |
| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.4.8.CI.3 | Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. |
| 9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |

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| 9.4.8.DC | Digital Citizenship |
| | Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work. |
| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| 9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). |
| 9.4.8.DC.5 | Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. |
| 9.4.8.GCA | Global and Cultural Awareness |
| | Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. |
| 9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| 9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| 9.4.8.IML | Information and Media Literacy |
| | Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation. |
| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| | Sources of information are evaluated for accuracy and relevance when considering the use of information. |
| 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). |
| 9.4.8.IML.8 | Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). |
| 9.4.8.IML.12 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. |
| 9.4.8.TL | Technology Literacy |
| | Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. |
| 9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |

## Technology and Design Integration

History.com

Google Classroom

TCI.com

Prezi.com

## Interdisciplinary Connections

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| CCSS.ELA-Literacy.RH.6-8.1 | Cite specific textual evidence to support analysis of primary and secondary sources. |
| CCSS.ELA-Literacy.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| 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.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.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.WHST.6-8.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |
| 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.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.RH.6-8.9 | Analyze the relationship between a primary and secondary source on the same topic. |
| 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.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.6-8.4 | 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. |
| 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. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

**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

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

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
**Modifications and Accommodations used in this unit:**

IEP accommodations

See above, differentiated learning

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.
**Schoolwide Benchmark assessments:**
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
**Additional Benchmarks used in this unit:**

quizzes

Cornell notes summaries

exit slip

assessment questions

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and

learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
**Formative Assessments used in this unit:**

Discussion

See lessson plans above

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
**Summative assessments for this unit:**

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

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| 6.1.8.CivicsPI.3.b | Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. |
| 6.1.8.CivicsPI.3.c | Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. |
| 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. |

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| 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.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. |
| 6.3.8.CivicsPR.2 | Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. |