Unit 2-Nationalism and Sectionalism

Content Area: **Social Studies**
Course(s): **Social Studies 7**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- What motivates people to move?
- How can moral truths conflict with economic standards?

Big Ideas

- Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Diversity Integration

Amistad

African American History Studies

Article from *African American History-Untold Stories*

Math and Science

Inventions by slaves were the predecessor to inventions like Eli Whitney's cotton gin. This invention by itself changed America's economic system and its dependence on slaves.

Diversity Integration

Asian American Pacific Islander Integration

Objective: Students will be able to identify the contributions made to the California Gold Rush and their

impact on the settlement of California.

Activity:

After reading the California Gold Rush section of Chapter 13 lesson 4 on page 365, students will watch an EdPuzzle titled Chinese and the Gold Rush. While watching the video, they will answer questions about the content

Cross-Curricular Integration

Integration Area: Visual and Performing Arts

1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

Activity:

Presidential elections became more like elections we see today. When John Quincy Adams and Andrew Jackson ran for president in 1828 campaign slogans, songs, and rallies begin. John Quincy Adams wrote an anti-Jackson song titled, "Little Know Ye Who's Coming." Students will listen to the song and view the lyrics. Students will list ways John Quincy Adams tries to discredit Jackson and persuade voters in the campaign song. Students will use the song to understand how elements the song reflected the culture in the U.S. They will interpret how the lyrics of the song could impact Jackson's presidential election. Students will discuss reasons why they believe this song had no impact on the election results and why Jackson's campaign gets him elected to the presidency.

Language Arts Companion Standards:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the

topic.

E. Establish and maintain a formal style academic style, approach, and form.

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

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RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Activity:

Native Americans: In early American history, the government's treatment of the Native American was considered controversial. Analyze and evaluate Andrew Jackson's attention to and policies related to Native Americans. In what ways did Andrew Jackson's presidency impact Native Americans? Were his policies positive or negative for the Native American? Why? Write an essay that explains how Jackson's policies affected Native Americans using details and examples along with evidence from a variety of credible sources.

Diversity

Holocaust

Objective: Students will be able to analyze a quote from their Language Arts novel, The Boy Who Dared to compare and contrast the Holocaust to the Trail of Tears.

Materials: Textbook chapter 12, organizer on SMART TV, SMART Notebook, BrainPop, station worksheets

Activity:

- Students will discuss the meaning behind the quote in their Language Arts novel, The Boy Who Dared. "No one wants the Jews. Not even America. Americans have no right to criticize us. They rounded up their Indians, you know. Put them on reservations." pg. 68. The quote will be placed on the TV for discussion.
- To analyze the quote, the students will first review what they learned about the Trail of Tears from their station rotation work.

- Once reviewed, students will view a Brain Pop video clip on the Holocaust to further their understanding of the event.
- After viewing the video, students will work in cooperative groups to complete a Venn Diagram on the events.
- Students will share their findings and a matching Venn Diagram will be viewed in SMART notebook.
- Students will decide if they support the statement made in their novel. They will explain why or why not using text evidence.
- Students will share their responses.

Assessment: completion of station rotation, Venn Diagram, cooperative group work, written response using text evidence, BrainPop quiz results

Length of Time: 5 Days

Social and Emotional Learning

Five Civilized Tribes

- PLAN Problem Solving
- Collaborative Creativity
- Audience-Focused Communication

Students work cooperatively in groups to research material about their chosen tribe and then teach it to the rest of their classmates. They break down the assignment together and decide how it will be taught and who assumes the various teaching responsibilities. When the lesson is complete, the groups will provide detailed notes to their classmates. Each group will assess their classmates. One assessment is an SEL interactive question that has no wrong answer to involve all classmates

- Responsible Listening
- Respectful Empathic Debate
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions
- Audience-Focused Communication

Each group of students will represent the Five Civilized Tribes. They are the Cherokee, Creek, Chickasaw, Seminole and Choctaw. Using Google Slides or another preferred method, the student groups will teach the other students about their tribe's civilization and customs. Student audience members are encouraged to empathize with the plight of the various tribes and to put themselves in the moccasins of one of its members

- Responsible Listening
- Peer Opinion Sharing: Yes-No- Maybe* STAT discussion questions
- Audience-Focused Communication

When all of the groups have finished, students will then discuss salient points about the tribes and empathize with what the members of the tribes had to go through on the Trail of Tears. Students will also discuss what they got out of the lesson. Respectful dialogue can only occur when people are willing to truly listen to what

others are saying. There are no right or wrong answers in this lesson.

STAT: Modes of Transportation

Social Studies Skills

6.1.8.HistoryCC.4.c Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Spatial Thinking

Use maps and other documents to explain the historical migration of people, expansion, and disintegration of empires, and growth of economic and political systems.

Activity:

Students will create a Manifest Destiny Map. They will label how the U.S. acquired all the lands from the Atlantic to the Pacific Ocean. Students will use a Who, What, Where, When, Why, and How graphic organizer to explain how the U.S. acquired these lands. Students will explain how the U.S. made each land acquisition and why the U.S. wanted to make the land acquisition.

Critical Thinking

Analyze primary and secondary sources for reconstruction the past and understanding historical perspectives.

Activity:

Students will analyze and evaluate Andrew Jackson's policies related to Native Americans. They will use a journal entry from a private soldier describing the Cherokee removal from their homes, a painting depicting the Trail of Tears, and a map of Native American relocation to explain the effects Indian Removal had on the Native Americans.

CSDT Technology Integration

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Activity:

Students will create a Manifest Destiny Map and learn how the U.S. mainland became the size it is today.

Students will research the treaties/war that gave the U.S. the land from the Atlantic to the Pacific Ocean. Students will complete a graphic organizer on google classroom to explain who the land was acquired from, what land was acquired, where the land is located, when the land was acquired, why the U.S. wanted to gain the land, and, how we gained the land (treaty/war) The graphic organizer and map will be created digitally for review.

Enduring Understandings

Enduring Understandings

6.1 U.S. History: America in the World

A. Civics, Government, and Human Rights

6.1.8.HistoryCC.4.c [M] Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.CivicsDP.4.a [M] Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

C. Economics, Innovation, and Technology

6.1.8.EconNE.4.a [M] Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.

6.1.8.EconNE.4.b [M] Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Focus Areas

1. Explain Manifest Destiny and historical trails that were forged.
2. Assess the expansion of voting rights during the Jacksonian period.
3. Hypothesize about the reaction of different groups of people to westward expansion.
4. Describe the Battle of the Alamo and the Texas independent movement.
5. Evaluate the impact of the cotton gin on slavery.
6. Analyze factors that led to increases in immigration.
7. Discuss the Indian Removal Act and the Dawes Act.

Activities and Assessments

Chapters 12, 13, 14

Political Cartoon p. 337

DBQ—Was Manifest Destiny Justified? p. 358-359

Critical Thinking—Economics & History: Cotton Production p. 388

Graph Skills—U.S. Foreign Born Population p. 385

Trail of Tears Group Project

Video Clips

Readers Theater

Westward Expansion Curriculum Compacting Project

Creation of Manifest Destiny Map

North vs, South Google Slides Presentation

Primary Sources

Students will analyze and evaluate Andrew Jackson's policies related to Native Americans. They will use a journal entry from a private soldier describing the Cherokee removal from their homes, a painting depicting the Trail of Tears, and a map of Native American relocation to explain the effects Indian Removal had on the Native Americans.

Holocaust Mandate

Chapter 12

Trail of Tears vs. the Holocaust

Students will discuss the meaning behind the quote in their Language Arts novel, The Boy Who Dared. "No one wants the Jews. Not even America. Americans have no right to criticize us. They rounded up their Indians, you know. Put them on reservations." pg. 68. They will use this quote to compare the Trail of Tears to the events of the Holocaust. Using a Venn Diagram, they will use what they learned about the Holocaust from their novel to compare/contrast the U.S. event, The Trail of Tears.

Document Based Activity

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

DBQ Activity

During Andrew Jackson's presidency, thousands of Native Americans were forced to abandon their lands to white settlers and move west. How did Andrew Jackson's presidency affect Native Americans?

Describe the effects of Andrew Jackson's Presidency and the Indian Removal Act on Native Americans.

For the complete DBQ Plan, please refer to MP2 Chapter 12 DBQ PDF.