

# 07 The Federalist Era, Territorial Expansion, and Nationalism

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **4 Weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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United States History I is designed to help students develop an understanding of the political, economic, technological, cultural, and social development of the United States from the end of the 15th century through the Reconstruction period.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Enduring Understanding:**

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

### **Social Studies NJSLs 2020 Essential Question(s):**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## **CONTENT AREA STANDARDS**

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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.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.
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.EconET.2.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.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.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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). •

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRES.6).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the

research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9

Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10

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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- The presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe
- The differences between the Federalists and Democratic-Republicans
- The significance of the Election of 1800
- The War of 1812
- The first Industrial Revolution/Market Revolution
- How slavery and sectionalism continued to grow
- Slave Rebellions
- The John Marshall rulings (*Marbury v. Madison*, *Gibbons v. Ogden*, etc.)
- The Era of Good Feelings

### **Procedural Knowledge**

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Students will be able to:

- Examine and explain the emergence of early political parties and their views on centralized government and foreign affairs.
- Compare the early political parties (Federalists and Democratic Republicans) to today's political parties (Democrats, Libertarians, Republicans, etc.)
- Describe how the Supreme Court increased the power of the national government.
- Describe how the Supreme Court promoted national economic growth under John Marshall.
- Explain how judicial review made the Supreme Court an influential branch of government.
- Develop/Construct an argument that explains the continuing impact of the Supreme Court today.
- Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 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.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark**

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Benchmark Assessments through Pear Assessment, three times per year

## **Formative Assessments**

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- Help students track their individual progress toward the learning target
- Students will be asked to explain their progress toward learning targets
- Students will be asked to provide evidence of their progress toward the learning target

Alternative:

- Formative measures such as small map quizzes and exit slips containing multiple-choice questions or

other open-ended responses will be used to determine student progress toward learning targets

## **Summative Assessments**

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- Students will complete an end of unit test consisting of multiple-choice questions requiring the examining of maps, text, and graphs. Essay questions will include prompts such as:
  1. Explain how the ideals of the Federalists and Democratic Republicans differed.
  2. What precedents did George Washington establish as president?
  3. What were the successes and failures of John Adams's presidency?
  4. How did the United States expand under President Thomas Jefferson?
  5. What caused the War of 1812 and how did it come to an end?
  6. Evaluate the extent to which the Market Revolution impacted the United States and caused sectionalism to grow.
  7. Evaluate the extent to which the "Era of Good Feelings" lived up to its nickname.
  8. Why did Andrew Jackson lose the Election of 1824?
- Students can select a topic from the antebellum era to write a year long research paper. This will help to enhance their understanding of the topic and to further develop their research and writing skills.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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*Core:*

*American History*. Orlando, Florida: Houghton Mifflin Harcourt Publishing Company, 2017. (CP)

Brinkley, Alan. *American History: A Survey*. 12th ed. Boston: McGraw-Hill College, 2006. (Honors)

Danzer, Gerald A. *The Americans*. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012. (CP)

*Supplemental:*

Various primary and secondary sources of the time period (i.e. Accounts of the Whiskey Rebellion, excerpts from *Marbury v. Madison*, etc.)

## **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts:**

- Information Writing
- Implementation of conventions of Standard English
- Language Acquisition

**Technology/Multimedia:**

- Google
- Media Literacy

**Math:**

- Statistics

**Career Readiness:**

- Use technology to enhance productivity
- Employ valid and reliable research strategies.

**Visual and Performing Arts:**

- Debates

**ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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**Gifted and Talented modifications may include:**

- Use of Higher-Level Questioning Techniques
- Provide assessments at a higher level of thinking

**For Students with Disabilities, modifications may include:**

- Asking students to restate information, directions, and assignments
- Repetition and practice
- Extended time on assessments and classwork
- Providing class notes

