Unit 2 - Expansion and Reform

Content Area: **Template**
Course(s): **Social Studies Grade 7**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Between 1820 and 1860 the United States underwent an enormous transformation. From a fledging republic during the administration of James Monroe, the country grew over the next 40 years in size, population, economic productivity, and international stature.

Enduring Understandings

Political parties developed more democratic ways of choosing candidates for President.
Trappers were attracted because of the plentiful fur-bearing animals; settlers were attracted by the fertile land in certain areas such as the Willamette River valley.
The steel plow and the reaper made work easier for farmers.
Religious and political factors contributed to the spirit of reform.
The antislavery movement grew through public lectures and publishing antislavery newspapers.
Women could not vote or hold office; they had to turn over their property to their husbands when they married

Essential Questions

How did the growing spirit of equality change voting rights in the 1820s?
Why were settlers and trappers attracted to Oregon and the Far West?
How did new inventions change manufacturing and farming in the North?
Explain how political and religious ideals provided inspiration for reform.
How did the antislavery movement begin and grow?
Why did some women call for equal rights in the 1890s?

Learning Objectives

Summarize how more citizens gained suffrage in the 1820s.
Explain the dispute over the 1824 election.
Describe why President was unpopular.
List the new political parties.
List the qualities that helped Andrew Jackson succeed.
Explain the spoils system.
Summarize why President Jackson fought the Bank of the United States.
Explain how the tariff crisis led to the Nullification Act.
Summarize why Native Americans were forced off their land.

List the economic problems Martin Van Buren faced.
Describe the campaigns of 1840.
Explain the appeal of Oregon and the Far West.
Summarize how mountain men helped explore the Far West.
Describe the role missionaries played in Oregon
Identify the hardships faced on wagon trains to the West.
Summarize why Americans in Texas conflicted with Mexico.
Explain how Texas gained independence.
Describe how the Alamo affected Texans
Identify the challenges the Lone Star Republic faced.
Explain why Americans took an interest in the New Mexico Territory.
Describe life for Native Americans on California's missions and ranches.
Summarize why many Americans supported the idea of westward expansion
Explain how the United States will gained Oregon and Texas.
List the causes and results of the Mexican War.
Name the new lands the United States acquired as a result of the Mexican War.
Describe how a mix of cultures shaped California and the Southwest.
Summarize why California developed such a diverse population.
Summarize how new inventions changed manufacturing and farming in the northern economy.
Identify the difficulties faced by the first railroads.
Explain how railroads and clipper ships helped the northern economy.
Describe factory conditions in the1840s
Identify what factory workers hope to accomplish by joining together.
Describe the new immigrants.
Explain how free African Americans were treated in the North,
Identify how the cotton gin improved cotton production in the South.
Explain how the South became an agricultural economy.
Describe the ways in which the South was dependent on the North.
Name the groups of white southerners that made up southern society.
Describe how free African Americans were treated.
Explain how African Americans resisted slavery.
Explain how political and religious ideals provided inspiration for reform.
Summarize reforms sought for criminals and the mentally ill.
Identify the goals of the temperance movement.
Describe how reformers improved education.
Explain how the antislavery movement began and grew.
Describe the Underground Railroad.
Identify why so many white northerners and southerners opposed abolition.
Explain why some women called for equal rights in the 1800s.
List the goals that were set at the Seneca Falls Convention.
Summarize how women won new educational opportunities.
Describe the new style of American painting.
Summarize themes that American writers explored.
Identify why the "inner light" was important to Emerson and Thoreau.
Declaration of Sentiments, Seneca Falls Conference, 1848 (DEI)
Newsela - "A joyous day": Jackson confirmed as first Black female U.S. Supreme Court justice (Amistad Law)
Students will conduct a research project during AAPI Month (AAPI)

Standards: Interdisciplinary

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.
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
RI.CT.7.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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).
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.
W.IW.7.2.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.
W.IW.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.7.2.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.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

Standards: Content

6.1.4	Expansion and Reform (1801–1861)
	Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
	The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
6.1.8.CivicsDP.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
6.1.8.CivicsHR.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
6.1.8.GeoSV.4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
	Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.
6.1.8.EconET.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconET.4.b	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
	A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
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.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
6.1.8.HistoryCC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.HistoryCC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.HistoryCC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
6.1.8.HistoryCC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Assessment Evidence

Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images,

	class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DBQs
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Declaration of Sentiments, Seneca Falls Conference, 1848 (DEI)
Newsela - "A joyous day": Jackson confirmed as first Black female U.S. Supreme Court justice (Amistad Law)
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust	X	LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills

X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		