Forming a New Nation - Chapter 11-13

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **approx 10 weeks**
Status: **Published**

NCS 7th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 11 - In the first part of the nineteenth century, new inventions brought new ways of making basic products. However, differences between the North and the South increased with the growth of industry. The invention of the cotton gin increased the South's dependence on the labor of enslaved people. As settlement spread westward, debates over slavery heightened tensions between North and South.

Chapter 12 - By the mid-1800s, people were seeking reform in many areas of American life, including education. Abolitionists sought an end to slavery in the United States. Other reformers sought to win political and economic equality for women. At the same time, American artists, writers, and musicians had made much progress in developing a distinct style.

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Enduring Understanding

Social and economic life change as the United States began to move from an agricultural to an industrial society 6.1.8.C.3.c

Manifest Destiny 6.1.8.A.4.b

The U.S. acquired its territory up to 1853 6.1.8.A.4.b

The conflicting perspectives on slavery 6.1.8.D.4.c

The cotton gin increased the demand for slaves and accelerated settlement of lands occupied by American Indians 6.1.8.C.4.b

Essential Questions

What changes did the Industrial Revolution bring to American's lives?

What was the importance of early factories and the problems factory life produced including child labor?

What is the growth in American cities in the early 1800's?

What are the new inventions and advances in agriculture and manufacturing during 1800's?

What was the importance of cotton and the cotton gin to the south?

How was the lives of the African Americans in the south?

What were the problems Americans faced in moving westward?

What were the ideas behind slavery and the Missouri Compromise?

What social reforms took place in the 1800's?

What efforts did the North to end slavery?

Why did many people in the North and South defended slavery?

How did the women's suffrage movement begin?

What were the destinations of settlers heading west in the 1800's?

How did Texas become independent from Mexico?

How did the US annex Texas and Oregon?

What was the meaning of Manifest Destiny and how did the U.S. achieve it?

What are the effects of the gold rush of 1849?

Skills

Explain how the industrial revolution lead to the growth of the United States

Describe the problems America faced with western expansion

Explain how the issue of slavery lead to problems in formation the of country

Examine the Missouri Compromise and its effect on slavery and the nation

Describe the effects of the California gold rush

Explain the problems the U.S. faced with the settlement of the lands gained in the Mexican Cession Territory

Learning Targets include but not limited to:

Changes brought by the Industrial Revolution to American life

How American cities grew in the 1800's

Importance of the cotton gin and its significance in the South

Problems Americans faced in moving west

Impact of new methods of transportation in the 1800's

Missouri Compromise and its effect on slavery

Efforts taken in the North to end slavery

Why people in both the North and South defended slavery

What Jed Americans to improve society in the 1800's

Destinations that American took west in the 1800's

Meaning of Manifest Destiny

How and why the U.S. received the Oregon Territory

How Texas became independent from Mexico

Reasons for and the results of the Mexican American War

How the U.S. acquired Oregon

Explain the results of the California gold rush

Performance Tasks include but not limited to:

Research and write a report on early factory life in Lowell Massachusetts

Construct a time line of American expansion including dates and major people

List the areas the U.S. acquired to achieve Manifest Destiny, include dates and how the land was acquired

Using a blank map label and color the land gained during expansion during the 1800's

Research an invention created during the Industrial Revolution

Chapter 11:

Send and Receive Messages in Morse Code

Research and create a slide show of the major inventions in the Industrial Revolution

DBQ: Industrial Revolution

Chapter 12:

Create a Time line about Women's Suffrage

Chapter 13:

Write a Diary Entry and Draw a Picture of Life on the Oregon Trail

Standards

Includes but not limited to:

SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and 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.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
SOC.6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

SOC.6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
SOC.6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Assessments

Quizzes & Tests

DBQs

Projects & Presentations

Student Participation/Class Discussions

Homework

Resources/Instructional Materials

Pearson America: History of Our Nation textbook

Videos...

Smartboard

Primary Source documents - Ch.11: Industrial Revolution, loc.gov/teachers/classroommaterials; Ch.12: Women's Suffrage, loc.gov/teachers/classroommaterials, library.mtsu.edu/tps/sets/Primary_Source, Womens_Suffrage_Across_America.pdf; Ch.13: Westward Expansion, besthistorysites/net/american-history/westward-expansion

National Archives

Daily Current Events

CNN 10 Studnet News

Upfront magazine

Internet sites - docsteach.org...

Modifications

Modifications for Special Education	Note IEP, audio recordings, digital media, screen casts,

Students	visual presentation, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines, teacher's notes, graphic organizers, essay template
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills/Career Education

Focus on the development of 21st Century Content Skills:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.